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TRENDS IN BUSINESS EDUCATION

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Orville C. Pratt

President of the National Education Association

IN order to appreciate what the newer educational trends are, we ought first to understand what education is and why it is trending at all.

The function of education is to enable the individual to meet each life situation in the way that is both best for him and best for others. Man's basic problem, which he shares with every living organism, is to arrive at some reasonably harmonious working arrangement with his surroundings. In doing this, he may change his surroundings to make them more in accord with his heart's desire, or he may change himself to conform to unyielding phases of his environment.

Our ancestors cut down trees and made log cabins as homes in the wilderness; but until air conditioning arrived, people had to inure themselves to summer heat. Education, in its broadest sense, is this mutual process of adjustment between the individual and his environment.

When one finds himself out of harmony with his environment, a tension, a dissatisfaction, a problem has arisen. When this occurs, the important thing is for the individual to react to the situation in the way that will be best when everything is considered.

In order that such best solutions to life problems may be reasonably approximated, two things are necessary. The individual must thoroughly understand the problem, and he must be impelled to action by proper motives, attitudes, and ideals.

Proper behavior is the immediate goal and measure of education; correct atti-

tudes and ideals are its motivation toward eventual high character and well-rounded personality; and understanding as deep, wide, and rich as is practicable is its scholastic aim.

Changing Homes—Changing Schools

Since the function of education is to enable the individual to meet environmental situations properly, it follows that education must change as the environment changes. A century ago children spent only about one-tenth as much time in school as they do at present. There was much work for them then about the home; there is but little, now. The home and church were then far more influential in shaping attitudes and ideals than modern conditions make possible. Of the three phases of child life, knowing, feeling, and doing, it was knowing or information that children most lacked in pioneer days. The public schools were organized to give all children the basic knowledge essential to an increasingly scientific environment. A century ago, knowledge rightly constituted the chief, and almost the sole, aim of education.

Life outside the school has changed enormously since those pioneer days. It does not now provide sufficiently for the formation of right attitudes and conduct. Hence, the school is somewhat belatedly in the process of shifting its emphasis from information, as practically the sole objective of education, to right attitudes and ideals and to proper responses to actual life situations.

It is this shift which constitutes the



Orville C. Pratt, president of the National Education Association and former president of two other professional organizations, is superintendent of schools, Spokane, Washington. He is a member of the National Survey of School Finance and has published numerous articles relating to taxation and education.

recent trends we have in mind. Our immediate concern here is to see what suggestions are inherent in these trends for business education and business educators.

It is my opinion that business education shares with education in general the fault of placing too great an emphasis on the memorization of facts and too little emphasis on the ability to use facts in thinking. The facts presented to students for memorization are too numerous and too inconsequential. Facts, of course, are necessary, but in themselves are of relatively little value. It is the relationship of facts to each other that is important. Along with facts, which are the raw material of thinking, should go *practice* in thinking, especially in accordance with the kind known as the scientific method of thinking.

From the standpoint of change, our environment is of two kinds: fixed and changing. For any part of it that is relatively fixed, such as the mechanics of reading, memorization as quick and complete as is possible is desirable. Under the impact of science increasingly applied to almost every phase of life, our modern ways have become extremely fluid and transitional in character.

In many aspects of life there is no such thing as getting a fixed and final answer. Adjustment for adult life can no longer be largely learned in school. Rather, adjustments in later life must be based on thought when the unknown quantity in life's equation demands a solution. We must, therefore, prepare our pupils to be able to think and to be able to find the most recent facts on which to base their thinking.

A second suggestion closely related to the one just made is that, in every type of school,

general or broad education ought to predominate in the earlier years of the course and direct vocational education ought to be stressed in the later years.

Specialization is necessary for effective work, but breadth of view is equally essential for the highest type of specialization. We want the graduates of business schools to be prepared to do well the immediate task; but we want them also to see the task in perspective, in its relation to the work of the world. I believe that business education would be strengthened if more time and attention were devoted to broadening work.

A third suggestion is that business education ought to pay more attention to the emotional development of students. "Out of the heart," so the Bible tells us, "are the issues of life." The personality traits and the ethical standards of the average person have more to do with determining the degree of his success than does his mental ability.

Educating for Living

Every teacher can be and should be a teacher of the emotions. He ought to make clear to his students that there are certain laws, underlying the relationship of people to each other, that are just as natural and just as inviolable as the law of gravitation.

Before the Wright brothers could learn to fly, they had to learn how the law of gravitation operated, and then they had to be obedient to it. In a similar way everyone who works ought to know how the law of service works and be obedient to it. "He that would be greatest among you, let him be the servant of all." Our pupils should understand that there is an underlying law of human nature by which we tend to reap as we have sown, to get what we pay for.

Such teaching of the emotions does not require a time allotment. It is best done by dealing with situations as they arise. Every life situation has an emotional tinge for each of us. The important thing is for the individual to wear the emotional colored glasses that will give him the right attitude toward each situation as it arises in his daily life, now and in the future.

Teachers need to be constantly on the alert to guide students into proper emotional

reactions. What we want is a wholesome, well-rounded personality, able to see both sides of a situation, to view it with some degree of personal detachment, so that fair adjustments can speedily be made with other like-minded persons in various situations.

The Motive Power of Attitudes

I come now to a suggestion that is a corollary to the definition of education as adjustment to life situations. Such situations are encountered far more out of school than in school, if for no other reason than that the average student spends four times as many of his waking hours out of school as he does in school. The teacher needs to know what these experiences are and to capitalize them in so far as they are relevant.

Still more to the point for business education are observation trips to see at first hand the functioning of business in the community. Sometime we shall be wise enough to base all our teaching on the doing of specific jobs. We shall start with appropriate behavior to a specific situation as the chief objective and measure of our success. To produce such behavior, we shall bring to bear the light of knowledge and the motive power of satisfactory attitudes.

Next to doing a thing oneself, as an aid to learning, is seeing it well done by others. The field trip or excursion is as valuable in business education as in any other kind. Education isn't education unless in some way it brings the community into the classroom.

Closely connected with the thought just expressed is the complete necessity for business education to work with up-to-date equipment. A business school, perhaps, cannot be the first in the community to try out some new device or machine; but it certainly ought not to be the last. When it becomes apparent that some new method of transacting business is going to have a vogue, business education should be ready to meet the demand for trained workers. The growing points in the business world are the points where change is most rapid, and those are the points that business education should alertly observe and stress.

The modern school, I believe, has some worth-while suggestions with reference to

the function of the teacher. The best teacher is not merely a task master, but is rather a friend guiding to truer experiencing and better adjustment. Effective motivation is from within. What the teacher needs to do is to create a stimulating environment.

Again, the work should be made flexible to meet variations in individual capacities and needs. Uniform and unyielding requirements for all ignore students as individuals. The teacher ought constantly to be on the lookout to discover and develop individual interests and abilities.

One more suggestion on teaching method is the necessity for vitalizing the work. The teacher should use, as fully as possible, illustrations drawn from daily experience. Teaching should center on reality, using a textbook merely as a guidebook is used in travel. All teachers need to be on guard against bookish or verbalistic teaching. What is wanted as the product of teaching is functional knowledge, not knowledge measured by mass.

Need for Shifts in Emphasis

By way of summary, then, we may say that business education, along with other types of education, needs to shift its emphasis to some extent from memorization to thinking; from scholarizing to socializing; from knowledge to behavior; from effort to interest; from prescription to guidance; from uniformity to individualization; from scholastic marks to personality development; from subject matter to child growth; from passivity to activity. We should be interested in aptitudes and attitudes as well as in a narrow range of knowledge and skills. In short, we desire the graduate of the business school to have a whole personality, as well as a whole-some one.

One's vocation, while important, is only a segment of life. Assuming that one may reach a reasonable degree of success in making a living, the making of a good life is of much greater importance. Every phase of the good life should receive attention by the teacher of business when circumstances make such attention possible.

Of the seven so-called "cardinal" objectives of education, vocation is only one. The

individual student is and presumably will continue to be a member of a family. As such, he needs all the help the school can give toward harmonious family relationships.

The student is also a citizen in every way except that he does not vote. He needs to envision citizenship not as voting on election day, but as willingness to sacrifice oneself to some extent—time, money or energy—for the welfare of the groups—family, neighborhood, school, and community—to which he belongs.

Every worker needs avocational and cultural interests in order that leisure time may be spent constructively rather than destructively.

Finally, and most important of all, is what the worker makes of himself ethically, in personality and character.

In the same way that all teachers must be teachers of English or else English will not be well taught, all teachers must be, within the limits that circumstances make possible, teachers in the entire field of education. Business education, no matter how complete and adequate in itself, may be a detriment to society unless the person receiving that education is first of all a man or a woman of wide understanding, proper attitudes, and appropriate conduct.



A New Year's Greeting

From Margaret Keefe

• WE WISH FOR YOU an occasional word of commendation from your superior officers; a little spare time in which to work on your hobby; and just enough money over and above to permit you to buy some swanky clothes this summer and take a trip to a place where there are not many other school teachers.

While we are greeting our friends, why not include the publishing houses, the typewriter companies, and the manufacturers of office equipment and machines, who through their little bulletins and circulars give us not only helpful hints of the doings of teachers in other parts of the country but often scholarly articles as well. And sometimes there are poems and jokes that are very refreshing. We wish for them a very fine year and a larger budget for the aforesaid helpful articles and test material.

—*The Business Education Bulletin*, December-January, 1935-1936.

B. E. W. Essay Contest Results

• THE SECOND ANNUAL B. E. W. Essay Contest was a great success. Since no specific subject for the essay was designated, a most interesting assortment was received.

The judges found it very difficult to select the winners of the first three prizes but were unanimous in their favorable comment on the literary quality and content value of the winning papers.

The prize essays will appear in the February, March, and April issues, and several of the essays that received honorable mention will also be published later.

We are particularly pleased to see so many new names among the entrants in this contest, as one of its purposes is to encourage new writers to contribute to their professional magazine.

Congratulations to the winners, whose names are listed below.

Essay Contest Winners

FIRST PRIZE, \$50: M. Emily Greenaway, Senior High School, Port Chester, New York.

SECOND PRIZE, \$25: Edward I. Crawford, Director, Greatwestern Business College, Phoenix, Arizona.

THIRD PRIZE, TIE, \$10 each: John J. Gress, High School, Bloomsburg, Pennsylvania; and Elva Y. Van Winkle, West High School, Salt Lake City, Utah.

HONORABLE MENTION: R. D. Parrish, Woodbury College, Los Angeles, California; Emily Hartmann, East High School, Green Bay, Wisconsin; Mary J. Bohn, High School, St. Louis, Michigan; Clare Symonds, Senior High School, Quincy, Illinois; M. R. Le Roy, Le Roy Business College, Westmount, Quebec; Inez Ahlering, Reitz High School, Evansville, Indiana; Margaret Vaughan, Lexington, Missouri; Marvin Smith, High School, Charleston, Illinois; Sister M. Catherine Frederic, Holy Family Business School, Union City, New Jersey; Sister Mary Fidelis, St. Patrick's High School, Providence, Rhode Island; Sister Mary Bernard, St. Catherine's Convent, Belize, British Honduras; Sister M. Bonaventure, Mercy Academy, Marshall, Missouri; Sister M. Agnesene, Trinity High School, Bloomington, Illinois; Russell M. Perrigo, High School, Huntington, Indiana; Pearl E. Garen, High School, Glassport, Pennsylvania; Irene C. Ball, Castlemont High School, Oakland, California; Mary R. Barnette, Hughes High School, Cincinnati, Ohio; Jane Seymour Briggs, Main Junior High School, Mishawaka, Indiana; Grace Wilson Bruce, High School, Union, West Virginia; Edith Hess, Athens College, Athens, Alabama; Raymond J. Kennedy, High School, Patchogue, New York; Edith M. Logan, Northwestern Business College, Spokane, Washington.

ARTISTIC TYPEWRITING

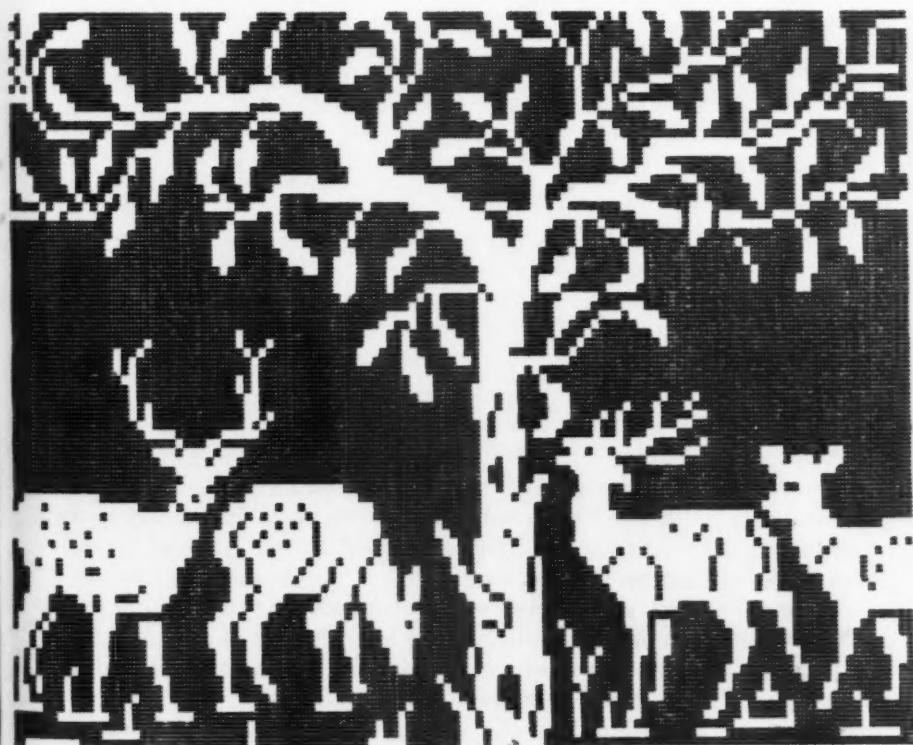
May the Chimes

Ring

in a

Perfect

NEW YEAR



Design by Ruth Pease

Margaret M. McGinn, Bay Path Institute, Springfield, Massachusetts

THE STORY OF SHORTHAND

JOHN ROBERT GREGG, S.C.D.

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CHAPTER XIX

William Williamson (1775)

(Continued)

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DESCRIPTION OF WILLIAMSON'S SYSTEM

BY the year 1775 the opportunities for much originality in the construction of shorthand alphabets on the lines that prevailed up to that time were becoming greatly restricted and were rapidly diminishing.

The chief influence of Williamson was his grasp of the full significance of Byrom's theories of shorthand construction and his application of these theories in a more practical way than their originator had been able to do. There is no doubt that Samuel Taylor was greatly influenced by the work of Williamson and, through that influence, was able to bring that type of shorthand to the highest level it ever attained. When we come to deal with the great system of Taylor, this will be made clear.

Consonants. In the Williamson alphabet there are seven characters taken from the alphabet of Edmond Willis—*d, k, l, m, n, r, t.*

| | | | | | | | | | | | | |
|---|---|---|---|---|---|----|----|----|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| . | e | ~ |) | . | o | 9 | / | . | 9 | ~ | ~ | \ |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| — | . | p | ~ | r | / | | . | o | 2 | 9 | 9 | / |
| | | | | | | ch | sh | th | | | | |
| | | | | | | (| / | f | | | | |

THE ALPHABET

Although the influence of Byrom is evident in a general way, it is worthy of note that Williamson adopted but two of Byrom's consonants, for *x* and *v*—letters of little frequency. There are, however, eleven characters containing the Byrom "twirl." Like Byrom, too, Williamson used a single character for each of the following groups: *f-v; k-c; s-c; s-z.*

The greatest defect in Williamson's consonantal scheme was the use of these circles, or twirls, as a means of distinguishing letters. In certain strokes, a circle preceding the stroke gave it a different meaning than if the circle followed the stroke. This did not matter when the stroke appeared alone, or when it was the initial letter. But when the stroke occurred after another stroke it was not possible to change the position of the circle to accommodate it to the next stroke, as the identity of the circle was lost if its original position was not main-

tained. The result was that many of the joinings were slow and extremely awkward.





















Vowels. Williamson used the dot to indicate where a vowel or diphthong occurred—not *what* the vowel or diphthong was. He thus advanced one more step, the first having been taken by Byrom, toward the almost complete elimination of vowel representation. His single-dot vowel scheme was adopted later by Taylor and many others.

| | | | | |
|--|--|--|--|--|
|  atom |  entire |  Italy |  opaque |  umpire |
|  endow |  reply |  envoy |  sinew |  ask |
|  abate |  ordain |  escape |  alone |  image |

THE VOWELS
















This trend towards a purely consonantal basis was, of course, due to the limitations of shorthand material as then known. The omission of the vowels seemed an easy way to reduce the pressure on the available material, although it was recognized that it made the writing more difficult to read.

Outline Formation. Mr. Williamson states that the comparative frequency and convenience of joining characters are the necessary reasons for their assignment to a particular letter.

| | | | | |
|--|--|--|--|---|
|  born |  few |  open |  again |  yet |
|  secret |  trouble |  flower |  bring |  branch |
|  plant |  flood |  ground |  from |  clean |
|  who |  shadow |  also |  his |  hope |

OUTLINE CONSTRUCTION

Alphabetic Words. Abbreviations were limited to initial letters.

| | | | | |
|--|---|---|--|--|
|  a |  be |  shall |  the |  with |
|  and |  me-my |  for |  such |  that |
|  are-or |  know |  have |  says |  do |

ABBREVIATIONS

[To be continued]

HOW I TEACH ELEMENTARY TYPING

Edith O'Neill Adams

What kind of competition is best in typing classes? How can we maintain pupil interest in learning to type? . . . The authors of this series are successful classroom teachers

WE who have the job of teaching pupils to use the typewriter start on our assignment with an advantage that is not common to teachers of all subjects. Our pupils come to us with a desire to operate the machine, and they know that the result of their efforts will be immediate, that they will not have to wait to reap the benefit at some far-off date. They have the wish to learn. It is our duty to inspire the will to follow through.

The first thing I do when a new class is assembled is to find chairs and tables that fit the pupils as comfortably as our equipment will permit. Then I explain briefly how the class is to be conducted—that students will be responsible for their own machines, tables, material, and conduct, and that they are free to move about when necessary but must be considerate of their co-workers, quiet, and dependable. This gives the pupils a feeling of personal responsibility, not of restraint. It saves time for me, because they are entirely capable of taking care of many little details for themselves.

In our school we have sixty-minute class periods. I divide this hour into an instruction period for the group as a unit, when all do the same thing under control; short rest periods; and a practice period. During the rest periods the pupils examine their papers to see what they have accomplished, or have a minute to relax. The effort of concentration cannot be too long sustained at the beginning of the course.

Presenting the Keyboard and Parts

For demonstration purposes I have a typewriter on top of the Victrola, where all can see it and where I can demonstrate while standing. The Victrola rolls easily and can be turned to show the four sides of the typewriter. I use the blackboard, also.

Instruction is presented in two ways, through explanation and demonstration. I tell and show the class how to insert and release the paper; shift and return the carriage; place the hands on the home row; strike the space bar. They perform the operations after me and with me, over and over again.

On the blackboard I draw eleven circles in a line, to represent the home row, and fill in the first and tenth for the little-finger keys. In the proper circles I write *f* and *j*. I show, both on the typewriter and on the blackboard, how to curve the fingers over the keys; then we begin to tap out the letters as I say them, *ffff* space *jjjj* space. Heads are up and eyes on the blackboard. When the line is finished we examine the papers. Every teacher knows the thrill pupils experience upon completion of that first line. *G* and *h* are practiced in the same way.

Then I add the circles for *r* and *u* and explain and demonstrate the reach, the pupils following the movements of my fingers. They watch the board and make the reaches, learning to feel the stroke, and after two lines of writing we look at the papers again.

These changes in occupation relieve muscular strain. All the letters on the keyboard are taught with relation to the letters on the home row, with an explanation of the reach required—up or down, to right or left. The letters should be learned by the end of the second week. Numbers and characters are introduced later. As soon as enough letters are learned with which to form words, we write words and short sentences, as well as the letter combinations.

The operations of the mechanical parts are taught only as they are needed in the progress of the pupils. To keep them looking toward something new ahead, even though it may be only the operation of the variable line spacer, keeps interest alive.

We use typewriters made by three manufacturers and some of the operations, such as setting the marginal stops and tabulators, are not alike. I teach one small group how to use these parts and they teach the others. In this manner, all pupils learn the manipulation of the operating parts of the different makes of machines.

The use of the blackboard instead of a chart or a book has a number of advantages in the first stages of learning. On the board the pupil sees only the letters he is learning. There are no other marks to attract his attention. He sees, without glancing at the keys, which way his finger must reach. The blackboard method makes the pupils sit up correctly, and as I watch them I can see which one has a tendency to look at his hands or the paper and can help him at once to overcome the fault before it becomes a habit.

After the keyboard is learned, we spend the first five minutes of each period on a warming-up exercise. Then new work is introduced and practiced. We sometimes write two-minute tests for accuracy or write for rhythm, using the Victrola. The last half of the period is used for getting out the assignment, which is taken from the textbook.

While the pupils work I observe, give individual help, teach individual pupils how to practice for correction of errors and where to find drills that will be of assistance. Praise for a well-written page or good stroking is a fine stimulant.

Drills written to music seem to help the pupils gain confidence and to get an easier

finger action. Many stop spelling words to themselves and write them automatically. They think the tune instead of the letters. Rhythm work, with music, is not a part of our regular drill but is rather a treat, and on restless days I often use it as a sedative. It pulls the group together. Three three-minute records, with the speed increased on each new record, are sufficient for one day.

Records of Progress

Our first score sheets are very simple. The sheet has four columns—for the date, number of lines written, number of errors, and number of perfect lines. This the pupil keeps in his folder where he can compare one day's work with another. The second score sheet, which we begin at the tenth week, is a record of speed and accuracy, figured according to international contest rules. The results of five-minute and ten-minute tests are recorded.

Elementary typewriting has become so general a subject of study that requirements for accuracy and speed should vary according to the individual's ability and what he intends to do with typewriting after he finishes the course. However, standards are set up for each semester. At the end of the first semester, pupils are expected to write for ten minutes at twenty words a minute, with not more than five errors; at the end of the year, at thirty words a minute, with not more than five errors (three tests out of five). Many surpass these goals; others do not reach them.

One device that I use to stimulate effort toward better work is a partnership plan. I select for partners two who are writing at about the same speed. These partners check each other's test papers and record the results. They also look over the daily assignments to be put in the files.

This arrangement is both interesting and satisfactory to the pupils and competition is keen. I find them to be fair and very careful and their criticisms constructive. Partners are changed three times during the semester. From these double-checked score sheets and my observations I estimate grades.

During the last quarter of the year the pupils feel that their efforts are being rewarded. The first twenty minutes of the class period may be used for whatever typing the

Edith O'Neill Adams was a business woman before she began to teach in the Red Bluff, California, High School. Her typing and shorthand pupils have three times won first sweepstakes in the state fair at Sacramento, and her successful graduates are at work from Alaska to Hawaii. Mrs. Adams is an active member of the N.E.A. and other professional organizations. She claims no hobby, but is "intensely interested in people." (Surely a most fitting interest for a good teacher!)

"It has been hard to segregate *how* I teach from *what* I teach," said Mrs. Adams in a letter to the editor, "but I hope that what I have written will be of some value in the series. I had inexperienced teachers in mind as I wrote, for this year, in the emergency of overflowing classes, I had to teach a teacher from one of the other departments how to teach typewriting."

pupils wish to do for themselves, the only restrictions, being that I may see what they are writing and that the work be well done.

The material typed at this time is varied. It may be a play, a menu for a restaurant, tickets for a club dance, a program for a church entertainment, a paper for an English assignment, a letter, or a cover design. Book reports and term papers for other classes are much in evidence, and there are requests for help on many of the projects. None of these are beyond the ability of a first-year typist.

Few of the pupils have typewriters at home. They get much satisfaction from being able to do their personal work at this time and feel that they have accomplished something definite. They can put a paper into the machine and turn out a very acceptable product in a reasonably short time.

Two factors contribute largely to a pupil's success in typewriting. The main factor is regular and intelligent practice. The second is pride in the appearance of the finished product. I direct the first so that it is not mere repetition but a purposeful drill for the individual's needs. I stimulate the second by keeping before the class artistic and well-written models and expecting comparable results from their efforts. We work together.

William R. Foster Comments

• YOU CAN BE SURE that a teacher with the practical business and contest training experience of Mrs. Adams has much to give us. Hers is no teaching by remote desk control.

Mrs. Adams' methods and devices are, in the main, psychologically sound. For instance: score sheets, keeping the pupils looking toward something new ahead, responsibility for their own machines and conduct. And if you can get "requests for help on many of the projects," projects which represent something that pupils definitely want to accomplish at that very moment, you are insuring the best kind of learning.

Mrs. Adams' "purposeful drill—not mere repetition" is clearly amplified by Dr. Mursell's article, "The Acquisition of Skill," in the November issue of the *BUSINESS EDUCATION WORLD*. (If you haven't read it yet, look it up at once. It seems to me to be in perfect accord with Gestalt psychology which,

as you may have gathered from my many previous references to this school of thought, I believe to be "the last word.")

There are some features, not of her own choosing to be sure, that are not commendable. A 60-minute period is too long, although she does make the best of it by introducing short rest periods. As Mrs. Adams herself points out, "Concentration cannot be too long sustained at the beginning of the course."

And three makes of machines in a beginning class are just too many. I can see no good purpose served at this stage of the game in teaching all three machines to all pupils. Certainly there is no immediate need for beginners to know more than one machine. And having to operate more than one machine is confusing to a first-term pupil.

The Best Incentive for Learning

To me, the high point of Mrs. Adams' paper is her partnership plan. Her scheme combines the good points of both general competition and self-competition. This idea eliminates for nearly all the class an utterly impossible hurdle, since, in a way, half the class can win. And even those who seemingly have lost have won through the struggle much more skill than they would otherwise have achieved under general competition. To some extent, at least, all have succeeded; and the best incentive for learning is the knowledge that you are a success.

As a side issue here, it is not quite clear to me what kind of checking Mrs. Adams has done and by whom. I know of some who would have the pupil check his own work and then recheck his partner's; the teacher would check by sampling only. Perhaps Mrs. Adams follows this idea, probably without sampling.

But be that as it may, her basic procedure is psychologically sound, as you will readily see in this quotation from a book¹ no typing teacher can do without if he takes pride in keeping abreast of the times:

Despite all the ballyhoo when two class teams as in high school, are pitted one against the other such competition usually leads to less typing im-

¹ Dvorak, Merrick, Dealey, Ford, "Typewriting Behavior," American Book Company, 1936, p. 50.

movement than a close rivalry between two students who possess fairly similar abilities. For example, if two less able students are pitted together, their mutual gains may seem triumphant. Yet in competition with a superior typist, their gains would appear as discouraging trifles.

If you⁸ ever try competing with a student of about equal prowess, you appreciate how readily this changes into a race against your own records. This is a real incentive for keeping close records of lines typed and speed-test scores, and these are second in importance only to actual typing.

If you are skeptical of competing in pairs, examine some comparisons of three college classes. Each student in the first of these classes is paired with another of like ability, keeps his own score, and battles to surpass his own record and that of his partner.

The second class is split into competing sides. Each side is always aware of its scores and is egged on to beat the other. There is no competition in the third class.

In practice at substituting numbers for letters, the first class improved 34 per cent, the others only 8 per cent to 14 per cent. Which class reflects the stronger incentive? Obviously, self-competition, in pairs, seems the more efficient way.

The shortcoming of class or group competition is also shown in the two quotations that follow, the first from my Gestalt friends:³

Under limitations, the use of competition as a method of motivation increases the speed of learning and in some cases the quality of work. It may, however, decrease the quality.

And this, again from "Typewriting Behavior":⁴

... Group rivalries can be stepped up to almost any intensity by clever discussion and publicity. Yet at best, Allport warns you, this kind of rivalry increases speed rather than precision and widens the differences between students. You may know some student typists who keenly dislike the strain of competition.

Mrs. Adams' conclusion, "We work together," is about as complete a summary of her paper as I could make. No wonder her teams have won contests. Perfect teamwork and a complete understanding between coach and players have always worked wonders.

This series of articles on the teaching of beginning typing, with Mr. Foster's comments, is a regular monthly feature of the BUSINESS EDUCATION WORLD.

This book presents typing from the point of view of the learner.

Wheeler and Perkins, Principles of Mental Development, Thomas Y. Crowell Company, 1932, p. 1.

⁸ Loc. cit.

John N. Given Promoted

• JOHN N. GIVEN has been appointed assistant supervisor in charge of commercial education for the Los Angeles city schools, a position held for many years by Albert E. Bullock, the new principal of the Metropolitan High School, Los Angeles.

Mr. Given received both his undergraduate and graduate degrees from the University of Southern California. For two years he was head of the commerce department of the Riverside Junior College, Riverside, California. From Riverside he went to Los Angeles, and for the past nine years has been head of the commerce department of the George Washington High School of that city.

Mr. Given is prominent in Pacific Coast educational activities. The December issue of this journal published an article by him on business education in the high school (pages 250-252).

Commercial education is especially fortunate in having at the head of the Los Angeles city school system Superintendent Vierling Kersey, a former commercial teacher, and, associated with him in an administrative capacity, two such able specialists as Mr. Bullock and Mr. Given.

Cobb Goes to Whitewater

• W. G. COBB, formerly of the department of secretarial science of the Woman's College of the University of North Carolina, Greensboro, has joined the faculty of State Teachers College, Whitewater, Wisconsin.

Clyde W. Humphrey leaves State Teachers College, Cullowhee, North Carolina, to take Mr. Cobb's place in Greensboro.

Three Important Meetings

• THE NATIONAL COUNCIL of Business Education and the National Association of Commercial Teacher Training Institutions will hold a joint meeting at New Orleans, February 20, during the N.E.A. Department of Superintendence annual convention. Further details will appear in the February issue.

The N.E.A. Department of Business Education will also hold a meeting during this convention.

SOUTHERN BUSINESS EDUCATORS MEET

THE greatest need in our schools is to impress the necessity of personal responsibility upon young Americans, Albert M. Jones told the Southern Business Education Association at its fourteenth annual convention, November 26-28, at Knoxville, Tennessee.

Mr. Jones, personnel chief of the Chase National Bank, New York, is considered dean of personnel executives in the nation.

Dean W. E. Bird, of Western Carolina Teachers College, Cullowhee, North Carolina, was the speaker at a fellowship luncheon. "Business education as a program is the most potent, most extensive, and most important specialty in education," he declared.

Dr. J. H. Dodd, president of the Association, and the following section officers were in charge of the program:

College and university section: A. J. Lawrence, University of Kentucky, Lexington.

High school section: Miss Pattie Sinclair, Commercial High School, Atlanta, Georgia.

Private school section: C. A. Croft, Croft Secretarial and Accounting School, Durham, North Carolina.

The following officers were elected for the ensuing year:

President: Dr. J. H. Dodd, State Teachers College, Fredericksburg, Virginia.

First Vice President: Mrs. Gertrude G. DeArmond, Wheeler Business College, Birmingham, Alabama.

Second Vice President: Miss Ray Abrams, Joseph A. Maybin School for Graduates, New Orleans.

Treasurer: G. H. Parker, State Teachers College, Fredericksburg, Virginia.

Secretary: Clyde W. Humphrey, Woman's College of the University of North Carolina, Greensboro.

Editor of "Modern Business Education": A. J. Lawrence, University of Kentucky, Lexington.

Members of the executive committee: C. C. Dawson, Berea College, Berea, Kentucky; H. M. Norton, Louisiana State University, Baton Rouge; S. E. Cranfill, Mississippi College, Clinton; B. Frank Kyzer, Woman's College of the University of North Carolina, Greensboro.



NEW OFFICERS OF THE SOUTHERN BUSINESS EDUCATION ASSOCIATION

Standing: CLYDE W. HUMPHREY, SECRETARY; A. J. LAWRENCE, EDITOR OF *Modern Business Education*; DR. J. H. DODD, PRESIDENT; G. H. PARKER, TREASURER. *Seated:* MRS. GERTRUDE G. DEARMOND, FIRST VICE PRESIDENT; MISS RAY ABRAMS, SECOND VICE PRESIDENT.

THE BUSINESS LETTER CONTEST

L. E. Frailey

When a correspondent "gets on a high horse," says Mr. Frailey, you must make it easy for him to get down. Diplomacy is the watchword for letter-writers

WHEN Adolph Kochendorfer gave his young heir a Colonial watch for a graduation present, he didn't realize the commotion that purchase would cause in our letter-writing contest. From teachers and students all over the country came a record-breaking number of letters to him.

The majority played the game according to the rules, but some "hedged" by promising Adolph that the water-soaked watch would either be repaired or replaced. That, to be sure, made the solution of the problem less difficult, but one of the conditions was that the answer must be "no." Contestants should stick to the limitations set up for these problems. Sometimes, it has been necessary to disqualify letters good enough to win prizes because they did not adhere to the conditions.

It was exceedingly interesting to note the various tactics used to handle this belligerent gentleman. Some of you went right back at him in his own style. Some tried to coax him into a better humor. Others followed the theory that the less said to Adolph the better. They politely said "No"—and let it go at that.

Many of you fell into a pitfall by trying to tell Adolph that he should get his boy to state the truth. Some insinuated strongly that he had spared the rod and spoiled the child. That might be true enough, but it isn't diplomatic to say so.

Some Do's and Dont's

In answering any complaint, there are several steps that it seems logical to take. The first is to thank the reader for telling you about his trouble. And most of you did that part of the job very well. The second is to explain just what action you mean to take. You should leave no opening for any further

argument. The third is to end, if possible, with a constructive suggestion.

Certainly, the very worst thing any one can do in handling a complaint is to rehash the details. This error brought some of your letters to their Waterloo. Many of you wrote long paragraphs, painstakingly restating every gory fact. But why repeat to Adolph the story that he had told to you? Wouldn't that only recall his bitterness, and send his blood pressure a few notches higher?

But before we talk any more about these letters of yours, shouldn't we honor the winners? Attention, everybody, while the names of those winning prizes are read.

Congratulations, and come again, everybody!

November Contest Winners

TEACHER AWARDS

FIRST PRIZE, \$10: Mary P. Johnson, High School, Leominster, Massachusetts.

SECOND PRIZE, \$5: L. W. Vail, Kinman Business University, Spokane, Washington.

SUPERIOR MERIT: R. D. Parrish, Woodbury College, Los Angeles, California; Margaret Sumnicht, Minot Business Institute, Minot, North Dakota; Madeline Macdonald, Notre Dame Secretarial School, Montreal, Quebec; Maybelle Kohl, East Senior High School, Madison, Wisconsin; Mary C. Scoville, Central High School, Kansas City, Missouri; Shirley Brown, The Carver School, New York City.

PERMANENT ROLL OF HONOR: John W. Toothill, Small Secretarial School, Newark, New Jersey; R. D. Parrish, Woodbury College, Los Angeles; Margaret Sumnicht, Minot Business College, Minot, North Dakota.

STUDENT AWARDS

COLLEGE----

FIRST PRIZE, \$5: Frances Durfee, Woodbury College, Los Angeles, California.

SECOND PRIZE, \$3: Elizabeth Wells, State College of Washington, Pullman, Washington.

THIRD PRIZE, \$2: Honora M. Noyes, University of Pittsburgh, Pittsburgh, Pennsylvania.

FOURTH PRIZE, \$1: R. E. Kierig, Central YMCA College, Chicago, Illinois.

FIFTH PRIZE, \$1: Evelyn Baroldy, Woodbury College, Los Angeles, California.

SUPERIOR MERIT: Jean Kienitz, State College of Washington, Pullman; Jean True, State College of Washington; Louise Scott, Notre Dame Secretarial School, Montreal, Quebec; Robert M. Beechinor, Teachers College of Connecticut, New Britain; Hazel M. Beardsley, Minot Business College, Minot, North Dakota.

HIGH SCHOOL—

FIRST PRIZE, \$5: Marie Macpherson, Notre Dame Secretarial School, Montreal, Quebec.

SECOND PRIZE, \$3: Gwendolyn Van Calster, Green Bay Vocational School, Green Bay, Wisconsin.

THIRD PRIZE, \$2: Norma Hayford, High School, Leominster, Massachusetts.

FOURTH PRIZE, \$1: Allie Hopper, Central High School, Shelbyville, Tennessee.

FIFTH PRIZE, \$1: Ralph E. Sherwin, High School, Leominster, Massachusetts.

SUPERIOR MERIT: Jane Meyer, High School, Atlantic, Iowa; Maxine Van Hook, High School, Burley, Idaho; Shirley Fox, Lincoln High School, Tacoma, Washington; Catherine Huffman, Reitz High School, Evansville, Indiana; Elsie Smith, High School, Parker, Kansas.

These Letters Won First Prizes

TEACHERS—FIRST PRIZE

MARY P. JOHNSON

High School, Leominster, Massachusetts

• DEAR MR. KOCHENDORFER: I have given your problem the careful attention it deserves, and as a result I know I can help you. It has been a pleasure to serve you because of the confidence you have shown in our company.

Upon receiving your letter I first checked up on ourselves and Mr. Kenner. Perhaps you have noticed the serial number 34547B on the inside cover of the watch. That the watch contains a serial number indicates that it passed a rigid factory inspection before being sent to our dealer. All our watches are numbered; if one were not, it would mean that it had in some way escaped the inspection test.

In May, Mr. Kenner took 600 watches, numbered 34100B to 34700B. Had a single watch been damaged in shipment, he would have reported it two months ago to protect himself against loss. He writes us that he sold more than five hundred Colonials in Milwaukee in June, mostly for graduation gifts. Mr. Kenner will be glad to give you the name of any one of these satisfied purchasers. No doubt he can name someone who is an acquaintance of yours. Then, just for the sake of assurance, ask him what kind of service the Colonial is giving. I have an idea he will say, "Great service. Fine watches, those Colonials."

Now Adolph's watch was no different from the other five hundred sold. Could it be in its present condition because it has received rough treatment? I must confess (and I'm going back fifty years) that vigorous red-blooded boys of 17 give pretty rough usage to all their possessions—they're a bit thoughtless and reckless of themselves and their property at times. I rather imagine Adolph's Colonial has had it a bit rough—perhaps in a friendly bout, a diving or swimming match or half a dozen other boyhood combats.

As a result I think both Dad Kochendorfer and Colonial Watch will have to take the matter with

a grin and admit "boys will be boys." And because I am glad they are and also because I want to show my appreciation of your confidence, let me suggest a way to help both you and Adolph.

You take the watch to Mr. Kenner. Let him send it to us. We'll repair the damage, charging you for the labor service only—we'll furnish any new parts free. When it is repaired we will return it to Mr. Kenner. Judging from what he writes us, the cost to you won't be over \$2.50—possibly less. The result—your son's watch will be restored to its original condition.

To avoid any delay when your watch reaches the factory, I shall personally see to its immediate repair. Cooperatively yours.

COLLEGE STUDENTS—FIRST PRIZE

FRANCES DUFFEE

Woodbury College, Los Angeles

• DEAR MR. KOCHENDORFER: I was glad to get your letter. You prove your sense of fair play by coming directly to me. Such action enables us to serve our friends and cooperate with them. We wish that everybody who has a problem would do the same.

We are writing to Mr. John Kenner today stating your case and asking him to repair the watch at a very nominal sum. He has worked for the Colonial Watch Company for eight years and we have always found him fair.

Mr. Kenner has in his store a very clever repair man. I have met him myself and can recommend his work, and our company is proud to guarantee it. You are entitled to this service and it is through Mr. Kenner that you can get it. He will be expecting to see you, and I suggest that you go to him and give him the same fair chance you have given me.

After you receive the watch, running as you have a right to expect any guaranteed watch to run, we are sure that your boy will be proud of it and will enjoy wearing it. Cordially yours.

HIGH SCHOOL STUDENTS—FIRST PRIZE MARIE MACPHERSON

Notre Dame Secretarial School, Montreal,
Quebec

• DEAR MR. KOCHENDORFER: May we, at the outset, thank you for your compliment to our company? Honesty is our most priceless possession; we guard it jealously. It pleases us to know that you rely on our integrity.

Only an honest man, Mr. Kochendorfer, could appreciate honesty as you do. A man of your caliber will be sure to look at this matter of your son's watch in a just, fair-minded way.

We understand that you do not know John Kenner very well. To you, he is merely a dealer—always ready to defraud a customer. But take our word for it. Kenner is as honest a man as you, Mr. Kochendorfer, and that is a statement we would not make lightly. We ought to know, having dealt with him for years. Our company cannot afford to associate itself with untrustworthy individuals.

All watches must undergo a rigid inspection before leaving our factory. No watch of inferior quality ever passes our doors. Then, of course, every dealer examines each watch for possible flaws, prior to accepting a consignment from the factory. By this precaution, he insures himself, at no extra cost, against offending customers like you. Dealers strive to please men of your type, for do you not constitute their most valued clients?

John Kenner enjoys a splendid reputation in your community. If you were in his place, would you toss your reputation as an honest business man to the winds by defrauding a man of Adolph Kochendorfer's standing and intelligence?

That is why, sir, we are sure that you have not been the victim of a dishonest trick. You were once, not so long ago, a boy. Do you remember how careless you were at times? Boys do forget to take proper care of their possessions. Perhaps young Adolph, unknown to himself, hit the watch in a strenuous game of football or baseball. He may have gone swimming with it on his wrist. Oh, yes, it's possible! How often have I done it myself!

At any rate, send the watch along to the factory. You understand now that a new watch is out of the question, but we will examine it carefully and give you an idea of how the injury was caused. And our judgment will be the considered opinion of an honest company, delivered to a frank, honest customer. Yours sincerely.

Comments on the Letters

Obviously, above everything else, diplomacy is essential in answering Adolph's letter. Then what do you think of this?

You need a new watch, yes? Your boy needs a new watch on the *kopf* to put some brains he has lost already yet. I had a letter from Mr. Kenner,

and he said you did not was in his store more than two times in your life, and then you write me such a letter of impudence about a dollar watch. Tell your boy he should wear the watch and go swimming once—dive three times, and come up twice.

The student who wrote that letter was just "ribbing" us, of course.

We can laugh a little bit, too, at the college student who explained, "Our watches are made with such care that the slightest jar will put them out of order." What an admission to make! The owner of such a time-piece would have to tiptoe through the world as carefully as the boy in the race at the picnic, carrying an egg on a spoon.

And here's a sentence for your English class. What's wrong with it? "For the past several years, we have never failed to market a quality that would not be of service to anyone."

Another college student commits the unpardonable sin of casting reflection on the dealer who represents the company. "It may be that you have been sold an unrepaid, second-hand watch," she says. "But nothing can be done unless you can *prove* that the watch was sold to you in that condition." Nice way to build good will for the Colonial Manufacturing Company, isn't it?

Says another, "It is quite obvious that your son's care of the watch was negligent." Is that the way to pacify Adolph? Of course not. You just can't talk that way in business.

"You know as well as I do," writes one student, "that there must be a good reason why your watch won't run." That's telling old Adolph in plain words that he is a liar and a cheat. And so does this one—"I was surprised to receive such a letter from a man blessed with a good German name. You have insulted your German training."

Away with "Rubber Stamps!"

Now how am I going to stop you students from using old-time "rubber-stamp" phrases? You are too old to be spanked, and I am not there to do the job, and yet sometimes I think you would profit by a little conference in the woodshed—one whack for each time you use one of these rubber stamp mean-nothings!

Here, for example are a few taken from your letters to Mr. Kochendorfer. . . . "As

we have enjoyed your patronage, we wish for its continuance in the future. . . . Answering your letter of recent date. . . . We do not want this to be the discontinuance of your patronage. . . . This is our kind acknowledgment of your recent letter. . . . Trusting this will be satisfactory, we wish to remain respectfully yours. . . ." etc., etc., etc.

Not only is that kind of language out of date, but often it does not express the meaning you have in mind. Why say "We wish for its continuance *in the future*"? Could a continuance be in the past? What does "our kind acknowledgment" mean? Who was kind? Adolph? Or the writer?

Beware, too, of that word "patronage." It is old style—not used very much any more in business. It would be very difficult for me to choose for a prize a letter which had that word in it—in fact, these various rubber-stamp expressions are eliminating more letters each month than any other kind of error. Write with simplicity—just as you talk. Yes, I know I have said that many times before. But do you blame me for repeating it when

I read in one of the high school letters, "Would that assist to reinstate in you the fairness of our operations"? Can you imagine the writer of that sentence *saying* it to Adolph or anyone else?

All right, enough of the ugly side of the picture. If I seem too critical, excuse me. It's only that we are working together to improve our letter-writing ability, and must know our faults before they can be cured. In many ways, the majority of you are showing steady growth in your letter craftsmanship. Many are doing as well as the average letter writer in business. So let's keep plugging at this interesting and worth-while subject until we master it.

This is the last chance I will have to talk with you before the New Year.

Most sincerely, I wish for you all a new year full of that satisfaction which comes from personal achievement. To the teachers especially, who are cooperating with me by the use of these problems in their classes, I am indeed most grateful. Truly, I couldn't help your students if you didn't help me.

Take the "Stall" Out of Installment

THE one man in business who needs patience and tact more than any other is the credit manager. It is his job to see that no money is lost. Often he must refuse credit, and that invariably brings him into conflict with the sales department. The salesman works hard for an order and becomes indignant when the credit manager says: "Sorry, but I can't approve this sale."

Even with old customers, the credit manager is constantly in hot water. When bills are not paid on time, he gets the blame. Often, he finds himself between the devil and the deep sea. The executives of his company expect him to adhere strictly to regulations—but the customer thinks he is hard boiled when he does so. Sometimes, by his insistence that the terms of a sale be met, the friendship of the customer is lost.

It is such a situation that you face with President G. C. Philips, of the Garden City Jewelry Company. Philips admits that the failure to send you a check within the stipu-

lated ten days was an "oversight." Strictly speaking, he hasn't a leg to stand on. He knows that he is not entitled to the discount, but he means to chisel you out of it if he can. So there you are. The company expects you to stick to the terms of the sale. You are negligent if you don't. On the other hand, unless you deal with Philips in just the right way, a good customer will probably be lost.

There is an old saying that "rules are made to be broken," and sometimes the credit manager does grant a concession in order to hold the friendship of a good customer. Probably, if this were the first time that the Garden City Jewelry Company had "overlooked" an invoice, you would go to the president and suggest it would be a good policy to cancel the small charge that has made Mr. Philips so furious.

But the facts do not justify any leniency. On several occasions the Garden City Jewelry Company has tried to take a discount to which it was not entitled. Philips has the

nerve to say, "It has always been our custom to discount bills promptly." But he is wrong. On the other occasions, however, Philips' company paid these unearned discounts after you took a firm stand. But this time, for some reason that you do not know, Philips is trying to bully you out of the money. Your job is to say no and make him like it.

Here is a situation requiring extreme diplomacy. But you must not yield. This I am deciding for you. Even if your letter is good, I will not consider it for a prize unless you tell Philips that the discount must be paid.

I will admit that the problem is difficult, and yet it comes up every day in business. You might say, "Isn't it better to forget the \$7.20 than to lose a customer whose business in a year's time is worth a lot more?" But you must remember that the margin of profit in business is not large. A few leaks here and there wipe it out entirely.

The discount for paying a bill in ten days is granted for a purpose. When bills are paid promptly, a business can operate with less money. When they are allowed to drag, money has to be borrowed and that adds expense which cuts down the profit. In other words, you are willing to pay the customer 2 per cent in order to complete the deal quickly. When the payment is allowed to drag, the cost to you is worth more than the discount.

Neither would it be fair to make an exception for one customer and not for another. The \$7.20 is, indeed, a small item, but, when you multiply it by the numerous concessions that would have to be made for other customers, the aggregate amount becomes large.

Leave a Retreat Open

So Philips is out of luck. He is chiseling, and he knows it. But of course you cannot tell him that. Your letter must be gracious and friendly, written in such a way that he will not "lose caste." This is an important point in settling all arguments. When a man gets on a high horse, you must make it easy for him to get down. If he feels that you are fighting him, then your cause is lost.

So, by all means don't "argue" in this letter to G. C. Philips. Be subtle. After all,

in his own business he is probably forced to decline requests similar to this one. He shouldn't expect you to do what he wouldn't do himself.

Furthermore, he seems to be an intelligent man, for his letter is fairly well worded. Maybe he is not nearly so cantankerous as he sounds. You know, sometimes a man "flies off the handle" because he happens to be irritated at the moment. He says things that under ordinary circumstances he wouldn't think of saying.

I am inclined also to think that Philips may be bluffing when he threatens to buy no more of your watches. Remember, he has been selling Colonial watches for a number of years. That means that the folks in his town who like your watches are in the habit of going to his store to buy them. He would really be losing money for himself if he gave up this business.

Well, I don't want to tell you *how* your letter should be written. That would spoil all the fun. So put on your thinking caps and let me see the results.

Here are the contest rules, and on the next page you will find Mr. Philips' letter—the letter you are to answer.

The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor, The Business Education World, 270 Madison Avenue, New York City. Your letters must reach that destination *on or before January 25*.

One copy is to be on plain white paper, unsigned, but marked *Teacher, College Student, or High School Student*.

The other copy should carry your full name, home address, name of school, city in which school is located, and the notation *Student* or *Teacher* in the upper right-hand corner of the letter. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Because of the large number of entries received each month, no acknowledgment can be made of them and no papers can be returned.

And in order to keep Mr. Frailey from getting more gray hairs, we must ask that teachers send letters from not more than ten students in each of their classes. Only the better letters can stand against the keen competition.

Only the unsigned copies of the solutions will be judged; in that way, every entry is guaranteed an unbiased decision.

The prizes are listed on page 339.

LETTER PROBLEM No. 14

The unearned discount is a thorn in the side of every credit manager, and Glenn Baker, credit man for the Colonial Manufacturing Company, is no exception. In his company, a discount of 2 per cent is allowed on bills settled within ten days of invoice date, but when a longer period is taken, the full amount must be paid. These terms are printed on the invoice, and also on the order blank, which the buyer signs at the time of purchase. But what shall Mr.

Baker do when he gets a letter like this one?

The nigger in the woodpile is that facts do not jibe with Mr. Philips' statement that previous payments have been made within the discount period. In fact, while the credit of the Garden City Jewelry Company is rated "good," on several occasions the company has tried to avoid payment of unearned discounts. But this is the first time the president has threatened to stop dealing with Colonial if the concession is not made.

Dear Sir:

A letter has just been called to my attention which was written by you to our cashier about a discount of \$7.20 which we deducted when recently remitting for a purchase of your goods made in November. The total amount of the invoice was \$360, and our check, less the discount, totaled \$352.80.

Apparently, it is your desire to enforce a technicality and deprive us of this discount, in spite of the fact that we have spent thousands of dollars in the past ten years in dealing with your concern. Frankly, your attitude is extremely displeasing to me, and unless you see fit to allow this discount, you will get no more orders from us.

It is true that the date of the invoice was November 11, and our check not mailed until December 7, but this was purely an oversight on our part and a review of former transactions between us will show you that it has always been our custom to discount bills according to the terms of sale. In this case, our cashier was in the hospital and a number of bills accumulated which otherwise would have been paid within the ten-day period. Yours was one of them.

I might add that your company is the only one of about fifty that has attempted to chisel us out of this discount, and also that we can buy plenty of watches, equal in quality to yours, from folks who are willing to meet a customer half way—and who realize that there are always just exceptions to any business rule.

Of course, if you insist on payment, a check will be mailed, but it strikes me as a small amount to cause the severing of business relations between us.

G. C. Philips, President
Garden City Jewelry Company

Prize Awards

PRIZES: Teachers—first prize \$10; second prize \$5. High School Students—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each. College Students (including private business school students)—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prize \$1 each.

Superior Merit—a copy of "20,000 Words," by Louis A. Leslie.

In case of ties, duplicate prizes will be awarded.

Honorable Mention—High school students whose letters deserve recognition because of their excellent quality will be awarded honorable mention and their names will be published in the BUSINESS EDUCATION WORLD.

HONORABLE MENTION

November Letter Problem

CALIFORNIA—George Washington High School, Inglewood: Jane Windisch.

FLORIDA—Fort Meade High School: Louise Gran-ger, Evelyn Rodnesky, Eudeen Pitts.

IDAHO—Burley High School: Lois Turner.

ILLINOIS—Trinity High School, Bloomington: Thomas Leeson. Warren Township High School, Gurnee: Eileen Lux, Marie Jacobson.

INDIANA—Reitz High School, Evansville: Ethel Sander. Horace Mann School, Gary: Norma Brown, Gene Ferguson, Ruth Gross, Mary Davis, Naomi Bates, Mary Froelich, Joan L. Le Boeuf, Eulalia Terwilliger. James W. Riley High School, South Bend: Dorothy Ellen Gilliom, Marguerite Krueger, Margaret Beck, Virginia L. Richey.

IOWA—Boone High School: Genevieve Montgomery, Mildred Olander, Betty Rasmus, Angeline Poulos, Marie Thede. De Witt High School: Eugene McAllister, Marie Fick. Fort Dodge High School: Ermine Houge, Elsie Granseth.

KANSAS—Parker Rural High School: Katherine Burcham, Albert Lockhart, Jean McGee.

MASSACHUSETTS—Leominster High School: Lea Cormier, Pearl V. Nelson, Martin White. New Bedford High School: Sophie Kougiass. Agawam High School: George H. Dugan.

MICHIGAN—Millington High School: Dorothy Bishop. St. Louis High School: Virginia Bickel. Jean Vibber, Evelyn Reid, Velma Robison, Villa Worden, Randall Reed, Lucille Tedhams.

NEW JERSEY—Weequahic High School, Newark: Ruth Lerner, Sylvia Wasserman.

PENNSYLVANIA—Hatboro High School: Mable Fields, Margaret Cribb.

SOUTH DAKOTA—Woonsocket High School: Robert Zieman, Henry Hermann, Edna Johansen, Melba Nelson.

TENNESSEE—Shelbyville High School: Frances Prosser.

WASHINGTON—Lincoln High School, Tacoma: Russell Weber, Frances Lee Knight, Lorain Roberson, Esther McClellan, Douglas Sivertson, Alice Remmen, Edna Pretymann, Dawn McClanahan, Doris A. Seeley.

WISCONSIN—St. Mary's Academy, Milwaukee: Josephine Beyer.

QUEBEC, CANADA—Notre Dame Secretarial School, Montreal: Christene Hatheway, Kathelyn Harrison, Jane Miller Smith.

Brief-Form Review Letters

J. Earl Wycoff

SOME time ago, I found that my short-hand pupils were inclined to slight their brief-form reviews because they had already studied the same groups of words. In order to give practice and to make clear the need for review, I listed all the brief forms, together with some business phrases, in twelve groups of forty words and phrases each. For each group, two short letters were prepared which used all the forms in that group.

Group I

| | | | |
|-----------|----------|------------|------------------|
| expect | strange | situation | correspond |
| house | across | keep | entire |
| long | always | caller | unable |
| correct | let | complaint | Yours cordially. |
| write | possible | skill | responsible |
| improve | all | organize | envelope |
| determine | have | draft | July |
| our | before | Gentlemen: | a |
| he | cause | railway | of |
| great | success | tomorrow | determining |

1. Gentlemen: I have before me a number of strange complaints, all made since July, seemingly with great cause. I am¹ entirely unable to determine how you have let such a situation come about, and am writing you, expecting you to² use your skill to correct and improve the situation, if possible by tomorrow. The success of our house is based³ upon our always being able to keep our patrons satisfied. Yours cordially.

2. Gentlemen: I am sending a draft in payment⁴ for one thousand of your pamphlets on "How to Organize Railway Workers." How long will it be before you will⁵ print another of this series? One of your salesmen, who was a caller at our office, is responsible for my⁶ writing this letter. He put across the idea of corresponding with you as a step in putting more efficiency into⁷ our organization. Yours cordially. (144)

(To be continued)

THE CHARACTERISTICS OF ACCOUNTS

P. W. Cutshall

This is the second and last part of an article explaining how to lead students logically toward real understanding of the basic principles of bookkeeping

AT this point the pupil should be told that in bookkeeping the left side of any account is referred to as the *debit* side and the right side is referred to as the *credit* side. Thus the words debit and credit lose some of their mystery and confusion.

To make our picture complete, it is now necessary to develop the element of proprietorship to a greater extent. This must be done because it is affected by so many items that cannot conveniently be recorded in a single account without confusion. This, of course, is the one item in the fundamental equation that the owner would rather see increase than any other, because it means he has a greater interest in the assets and indicates he is successful.

But what causes proprietorship to increase? Since the ultimate goal of all business is the making of a profit, and since profits belong to the owner, then this is the most frequent cause of an increase in proprietorship. But what are the elements out of which profit is created? Here is a good place to recall to the pupil's mind the problems he has had in arithmetic in which he solved for the profit on a business deal. Out of this discussion should come at least this simple formula:

$\text{Selling Price} - \text{Cost} = \text{Gross Profit}$

$\text{Gross Profit} - \text{Other Costs or Expenses} = \text{Net Profit}$

With this formula as a starting point, it should not be difficult to get the pupils to understand that in actual business many other related items are involved in the formula, such as the return of merchandise previously bought or sold, the payment of a great variety of expenses, the possibility of income from sources other than sales, etc.

There are so many items, in fact, that, although they affect the profit, and therefore proprietorship, confusion would result if they were all to be recorded in a single Proprietorship account. Yet it is also evident that, out of this variety of items, some tend to increase the proprietorship, while others tend to decrease it. They can have no other effect than the obvious one.

Experience has proved that a much better method than that of recording all such items in a single account is to provide two separate groups of accounts for the purpose.

One group consists of all those accounts which contain values that tend to increase proprietorship, and we call these *income* accounts.

The other group consists of all the accounts that contain values that tend to decrease proprietorship. We call this group *cost* accounts.

Since income accounts do tend to increase proprietorship, we may show this by drawing a T-account under the credit side of the proprietorship account and then label it "Income Accounts." In like manner we may place a T-account under the debit or decrease side to represent cost accounts.

When we decide on which side of these accounts the increases are to be recorded, we again follow a line of reasoning similar to that used before for the accounts in the fundamental equation. Since the income accounts appear on the credit side of the proprietorship account, they should therefore be credited for increases and debited for decreases. Since the cost accounts are on the debit side, increases will be recorded on the debit side and decreases on the credit side of those accounts.

Thus income and cost accounts have unlike characteristics, and what could be more reasonable, since the accounts are exactly opposite in their effect upon proprietorship?

It is well to point out here that there is a continuous conflict, as it were, between costs and incomes, and that at certain intervals the bookkeeper summarizes the amounts that have been recorded in these accounts; if incomes exceed costs there is a profit, which increases proprietorship; but if costs exceed incomes, then there is a loss, and proprietorship is decreased. This information should also help make the profit and loss statement better understood.

At this point, our picture will be complete as far as the fundamentals of increases and decreases in the different classes of accounts are concerned and will appear as shown in Figure I.

The teacher may find it desirable to add more meaning to the chart by writing the names of typical accounts on the *plus* side of the different classes of accounts here illustrated.

Thus it is possible to develop the fundamentals of bookkeeping in a logical, reasonable manner and, for the most part, from information the pupil had when he began the work. It is believed the average pupil will have a clear and lasting conception of the important information if this method of bookkeeping instruction is used.

This knowledge is especially useful to the pupil when he is engaged in recording transactions. He can now take any transaction, reason as to what accounts are affected by it, how they are affected, and record accordingly. His recording then is based upon sound reasoning rather than upon memorized rules. Furthermore, he should not be so confused when he is confronted with a new situation for which he has had no tailor-made rule.

From this last picture, it is possible and profitable to develop other useful conclusions. For example, if an unfamiliar account has a debit balance, then that account is also increased when recording on the debit side.

The same is true for accounts with a credit balance. When checking a trial balance, if the pupil knows that an account is an asset or a cost he should also expect it to have a debit balance. Likewise, if it is an income or a liability account, he should expect a credit balance.

Careless errors may often be quickly detected if the pupil knows the characteristics. Also, if an account whose classification is unknown has a debit balance, it may be either an asset or a cost account but cannot be a liability or an income account.

The opposite is just as true; if an account has a credit balance, it may be a liability or income account, but it cannot be an asset or a cost account.

The pupil can be informed that very

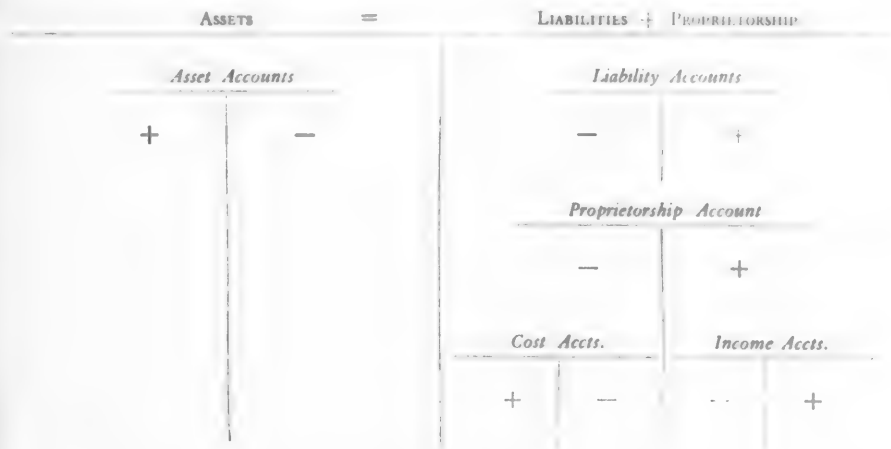


FIG. I

often the title of the account will be of great assistance when determining its classification. For example, the word *receivable* in an account title denotes an asset, while the word *payable* would indicate that the account was a liability. Likewise, the words *cost*, *expense*, or *loss* in an account title indicate it is a cost account, while the words *income*, *gain*, or *profit* would indicate it is an income account. The value, to a pupil, of the ability to classify accurately an account is immeasurable, now and later.

The foregoing study does not exhaust the characteristics that can and should be known for each class of accounts. For instance, the teacher should point out, when the balance sheet is being studied, that it is nothing more than the fundamental equation developed in greater detail. This means, then, that the asset, liability, and proprietorship accounts are used only on the balance sheet. Or, stating it another way, if an account is an asset or a liability, it must be used on the balance sheet, and nowhere else.

It should also be pointed out that the profit and loss statement is nothing more than a summary of the information that has been recorded in the income and cost accounts so that the net profit or loss may be determined. Therefore, if an account is an income or a cost account it must be used on the profit and loss statement only.

Understanding Prevents Confusion

A knowledge of these things will keep the pupil from becoming confused when trying to decide on which financial report a certain account should be used. It should also help the pupil better to understand the purpose and use of the reports themselves.

Again, when the work of closing the ledger is being developed, the teacher has an opportunity to show how unreasonable it would be to close the asset accounts when we still have the property on hand and customers still owe us; that we cannot justify the closing of a liability account as long as we still owe others; and that, as long as the business is in operation, the owner will have some interest in the assets and we cannot, therefore, close the Proprietorship account. In brief, the accounts that appear on the balance

sheet are *not* closed at the end of the fiscal period.

On the other hand, the income and cost accounts were established for the sole purpose of recording the changes that affect proprietorship, so as to avoid the confusion that would result if they were all recorded in a single account. Then whenever this information is summarized on the profit and loss statement and the net result is carried to the proprietorship account, those accounts from which that net profit or loss was derived *should be closed*, since that particular information is no longer needed. In other words, the accounts that appear on the profit and loss statement *are* closed at the end of the fiscal period.

Finally, the important characteristics of accounts that have been developed in this article can be summarized conveniently and briefly in a single chart, as shown in Figure II.

Use the Chart for Review

In answer to the question as to when such a chart should be prepared, we may say that while it is rather obvious that many of these points will be used at appropriate times during the first development of a complete bookkeeping cycle, the chart itself should be deferred until the work of the cycle has been completed. The building of the chart should by all means be done in class by means of pupil participation and teacher guidance. It serves as an excellent review of the work already covered and also provides a strong foundation upon which to erect the advanced work. It has also been found worth while to develop this chart again rapidly, at the opening of the second year's work, for the purpose of review.

A copy of the chart should be kept by every pupil in a place where he can readily refer to it. Frequent drill, both oral and written, can be given profitably on the information covered by the chart. A ten-minute oral drill at the opening of a period is time well spent. Pupils may even be asked to reproduce the chart from memory.

If these principles have been mastered, it is not a very difficult problem, in the advanced work, to teach the variations of minus assets, minus incomes, and minus costs. Fur-

CHARACTERISTICS OF ACCOUNTS

| <i>Classes of Accounts</i> | <i>Used to Record</i> | <i>Increase Side</i> | <i>Decrease Side</i> | <i>Kind of Balance</i> | <i>Used to Prepare</i> | <i>Are They Closed?</i> | <i>Typical Accounts</i> |
|----------------------------|-----------------------------------|----------------------|----------------------|------------------------|---------------------------|-------------------------|---|
| ASSETS | Property value and amounts due us | Dr. | Cr. | Dr. | Balance sheet | No | Cash, Notes Receivable, Merchandise, Equipment, Supplies |
| LIABILITIES | Debts..... | Cr. | Dr. | Cr. | Balance sheet | No | Notes Payable, Accounts Payable |
| PROPRIETORSHIP | Owner's interest in assets..... | Cr. | Dr. | Cr. | Balance sheet | No | Capital and Drawing accounts |
| INCOMES | Increases to proprietorship | Cr. | Dr. | Cr. | Profit and loss statement | Yes | Sales, Interest Income, Purchases Discount |
| COSTS | Decreases to proprietorship..... | Dr. | Cr. | Dr. | Profit and loss statement | Yes | Purchases, Freight In, Operating Costs, Interest Cost, Sales Discount |

FIG. II

thermore, the use of this chart will encourage the use of others, equally valuable, such as one showing the characteristics of special journals, another to illustrate the process of closing the ledger, and so on.

That such charts are valuable has been proved through actual use. They are valuable

to the pupil not only while he is in school but also after he is away from school. And—perhaps of greater importance—the pupil has been led to think logically and reasonably rather than to rely upon memory. Thus he is taught to see the “why” of bookkeeping as well as the “how.”

• IT IS WITH profound regret that we record the death of Mrs. Rebekah Bowle, mother of A. A. Bowle. Mrs. Bowle died at her home in New York on October 24 from an attack of pneumonia.

The association of the Bowle family with Gregg Shorthand dates back almost to the first appearance of the system. In 1889, a year after its publication, Robert T. Bowle (father of A. A. Bowle) studied the system under the instruction of the author, and began to teach it in London in the following year. Afterwards he was associated with an advertising business, and his son, A. A., became manager of the London office of the Gregg Publishing Company in 1922. When

Mr. Bowle, Sr., died in 1929, his widow came to New York to live with her son, who had been transferred from the London office to become the Manager of the Foreign Department of the Gregg Publishing Company. Her kindly, lovable nature and gentle humor endeared her to all who knew her, and her going will be mourned by a large circle of friends.

Mrs. Bowle is survived by a daughter, Mrs. George E. Gardner, and two sons, Arthur H. Bowle, who lives in England, and Archibald Alan Bowle, of the New York office of the Gregg Publishing Company, and by a grandson and a great-grandson, to all of whom we extend our deepest sympathy.

NOVEMBER BOOKKEEPING CONTEST

Congratulations, Bookkeeping-Contest Pioneers!

Milton Briggs

JUST as early American pioneers blazed the trails into unsettled lands of the West, so have you students who entered the first B.E.W. Bookkeeping Contest (announced in November) led the way into a new enterprise in commercial education. You traveled by mail instead of covered wagon. That was the principal difference.

From twenty different states you journeyed to Pleasant Haven to help Edgar Ralston with his bookkeeping problem. And you did an excellent job! Correct solutions of Edgar's problem were the rule rather than the exception. Edgar's problem was not easy. It was long and involved, but you struggled faithfully through it. Your papers indicated many hours of labor and sincere effort. Only unpardonable erasures, marked-over figures, or incorrect totals and balance in the cash book caused some of you to strike out instead of score. Just so that you may check your results, I am showing Edgar Ralston's Statement of Sales, Purchases, and Profit on the opposite page.

If you were one of those who submitted a satisfactory solution in the November contest, you will find your name listed here. I salute you, "A" students.

Comments and Compliments

Most outstanding and commendable was the way in which you faithfully followed the contest rules. Ability to follow directions is one of the first requirements of a commercial student, and you and your teachers are most certainly deserving of commendation for the way you met this requirement of the contest and of business.

I cannot open the surprise package I have for you until I comment on one other noteworthy phase of your work in this first contest problem. The neatness of your papers was beyond criticism. You showed you had learned that a bookkeeper must be neat as well as accurate.

Now for my surprise package. Our Managing Editor agreed, after the November problem had been printed, to the award of unannounced cash prizes to the bookkeeping students who were most helpful to Edgar Ralston. I believe these winners are all the more to be congratulated because they undertook their task with no promise of compensation in view. Here they are, with the names of teacher-sponsors in italics.

Bookkeeping Contest Winners

FIRST PRIZE, Agnes Mason, St. Catherine Academy, Fort Wayne, Indiana, *Sister Mary Joannua*.

SECOND PRIZE, Stenish Slonina, High School, Winthrop, Maine, *Marguerite F. Tapley*.

THIRD PRIZE, Marjorie Block, North Park Business School, Buffalo, New York, *Miss Summers*.

SUPERIOR MERIT: Erna H. Larsen, High School, Ord, Nebraska, *Olivia Hansen*; Betty Mae Davis, High School, Coulee City, Washington, *Hilda Mesick*; Frances Bishop, High School, St. Joe, Indiana, *Leslie Wilbern*; Lucille Bornkamp, Virginia Urbine, St. Catherine Academy, Fort Wayne, Indiana, *Sister Mary Joannita*.

HONORABLE MENTION

CALIFORNIA—Union High School, Willets: Mary Kathryn Akins, *Frances Blair*.

GEORGIA—College Street School, Hapeville: Mabelle Robinson, *Ora Sallee*.

INDIANA—Lincoln High School, Cambridge City: Pauline Jeanette Koons, Elsie Hoover, Maxine Elizabeth Wiker, Stella Faye Staats, Ella Mae Staats, *Catherine Kitterman*. Whitewater High School, Richmond: Lois Eva Skinner, Mary Frances Thornton, Betty Marie Moody, Lowell Wayne Nicholson, *Lorene Bond*. Indiana State Teachers College, Terre Haute: Ada McGurk, *George J. Eberhart*.

IOWA—DeWitt High School: Lucile King, Eston McCaughey, Jean Christensen, Frederick Ehlers, *Lucile Gitt*.

KANSAS—Colony High School: Ola Twichell, *Ruth Koutz*. Haskell Indian Institute, Lawrence: Mary Anne Kirkaldie, Morene McFerran, Wanda Gray, Gertrude Burd, *Margaret Finnerty*. Senior High School, Chanute: Ruth Elisabeth Cunningham, Jennie Lenora Brashler, *Bernice M. Akers*.

MAINE—Winthrop High School: Marjorie Collins, Maude Fleury, Estelle H. Lewia, Madeline Bisson, Robert Fontaine, Mary Higgins, *Marguerite Tapley*.

MASSACHUSETTS—Amherst High School: Jennie A. Adamsky, Viola Benjamin, Rosamund Burrows, Margaret Clarke, Helen Johnson, Arline Mataka, Genevieve C. Matusko, James G. Miller, Tessie G. Olkowski, Jannie Paradise, Joseph Raskevitz, Anne Savisky, Evelyn H. Weaver, John Yokubaitis, *Irene E. Hale*.

MICHIGAN—Muskegon Senior High School: Elaine L. Brown, *Paula Roth*.

MISSOURI—Memphis High School: Dorothy Weber, Eunice Hayes, Charles Hays, Jean Weber, *Chelsea E. Brown*.

MONTANA—Conrad High School: Lillian Aaberge, *Ruby Taney*.

NEBRASKA—Hebron College & Academy: Doris Weaver, *Leo Osterman*.

OHIO—Lincoln High School, Cleveland: Patrick Egan, Marie Gabl, Wanda Opacinski, Ruth Fiedler, Anna Dudro, Dorothy Vitkovitz, Margaret Muchow, Marie Elizabeth Meyer, Amelia Krulac, Alma Tews, Sue Batcha, Harvey Henry Krause, *Mabel Kerr*. St. Mary's High School, Urbana: Mary Martha Casey, John Achatz, *Sister M. Helena*.

PENNSYLVANIA—Pottstown Business School: F. Mae Zissa, *Ralph S. Keen*.

RHODE ISLAND—St. Patrick's School, Providence: Eileen Wallace, Rosetta Jackson, Muriel Kelly, Elizabeth Ahern, Mary Burns, *Sister M. Fidelis, F.C.J.*

VERMONT—Springfield High School: Gertrude Cray, Mavis Alice Clay, *Vivian J. Brunell*.

WASHINGTON—Coulee City High School: Betty Anne Weller, Edna Bonita Leonard, Wilma M. Trout, Rosie May Feske, *Hilda Mesick*. Valley High School, Menlo: Catherine Pohosky, Thelma O'Brien, Margaret Anna Rothlin, Audrey Reinke, Marie Kotula, Clara Danzer, Eunice Ralston, Margaret Shaw, *Margaret J. Watson*.

WYOMING—Newcastle High School: Carroll Jerrieris, Mary Eva Blaine, Fern Rosean, Marie Mehl, *Nella Fry*.

And here is more good news. There are to be other bookkeeping contests and more prizes. Watch for them in coming issues of the **BUSINESS EDUCATION WORLD**.

SOLUTION TO THE NOVEMBER BOOKKEEPING CONTEST PROBLEM

| | Bread | | Doughnuts | | Cake | | Pie | | Total | | |
|--------------------------------|-------|----|-----------|----|------|----|-----|----|-------|----|-------|
| Sales..... | 6 | 39 | 3 | 78 | 11 | 06 | 9 | 20 | 30 | 43 | |
| Deduct Cost of Goods Sold..... | 4 | 26 | 2 | 26 | 7 | 10 | 6 | 30 | 19 | 92 | |
| Gross Profit..... | 2 | 13 | 1 | 52 | 3 | 96 | 2 | 90 | 10 | 51 | 10 51 |
| Deduct Expenses: | | | | | | | | | | | |
| Rental of Boat..... | | | | | | | | | 2 | 00 | |
| Paper boxes, string, etc..... | | | | | | | | | 1 | 50 | |
| Whistle..... | | | | | | | | | | 10 | |
| Total Expenses..... | | | | | | | | | | | 3 60 |
| Net Profit for July..... | | | | | | | | | | | 6 91 |

News from Schools

• LEADING DEPARTMENT stores and business offices of New Orleans are cooperating with the faculty of the Henry W. Allen School of Commerce in giving actual experience to students of salesmanship and office practice.

According to the *Allen Commercial Review*, high school paper, students spend three afternoons a week for twelve weeks at assigned work. The plan has proved very successful.

• THE COLLEGE OF COMMERCE, San Diego, California, has leased new quarters at Fourth and Broadway. Space on three floors will be used for classrooms, offices, and demonstration rooms.

Wendell V. Kirkpatrick and Gladys Kirk-

patrick are to be congratulated on their new quarters. The building has been redecorated and will be equipped with the most modern office machines and school facilities.

• MISS GENEVIEVE CROSS, who for the last eleven years was a member of the commercial faculty of Western High School, Detroit, Michigan, passed away in December as a result of a heart attack.

Miss Cross was a graduate of the Michigan State Normal College and started her teaching in Detroit in 1899. She was a shorthand teacher of exceptional ability and also served her high school in an administrative capacity, her major interest being in guidance and counseling. Her loss is sincerely mourned by her many friends.

E.C.T.A. Plans 1937 Yearbook

A FEW decades ago the center of interest in educational procedure was transferred from subject matter to the individual to be educated. With startling rapidity and telling effect, progressive innovations in educational theory and practice immediately followed. To familiarize education with these progressive theories and practices, teachers' associations used them as theme topics for their conventions and asked eminent educational leaders to discuss them.

Among the first of these organizations to appraise fully and clearly the value of such discussions and the possibilities inherent in them for professional growth and development was the Eastern Commercial Teachers Association. The interest the discussions aroused, the popularity they attained, and the invaluable services they rendered were soon reflected in an urgent demand that the addresses be preserved in permanent form. In response to this demand, the first E.C.T.A. Yearbook made its appearance in 1928. This issue and its successors became outstanding annual contributions to commercial education.

The 1937 E. C. T. A. Yearbook promises to carry on the tradition established by its predecessors. Under the title, "Measuring Vocational Ability in the Field of Business Education," it will deal fully and significantly with each of the following specific aspects of the general problem:

Present Practices and Suggested Improvements in Vocational Ability and Testing; The Test in Fundamentals; The General Background Test; The Personality Rating Schedule; Testing Secretarial Abilities; Testing Bookkeeping and Accounting Abilities; Testing Clerical Abilities; Testing Penmanship Abilities.

Clinton A. Reed, Supervisor of Commercial Education for the state of New York, is editor of the E.C.T.A. Yearbook. On his staff as associate editors are: D. D. Lessenberry, University of Pittsburgh; Louis A. Rice, The Packard School, New York City; and John Fiedler, Bushwick High School, Brooklyn, New York.

The Eastern Commercial Teachers Association was organized at Hartford, Connecti-

cut, in 1897. Its fortieth anniversary convention will be held at the Statler Hotel, Boston, March 24-27. The membership fee of \$2 should be mailed to the treasurer, Arnold M. Lloyd, principal of Banks College, 1200 Walnut Street, Philadelphia.

The secretary of the Association, Harry J. Good, was recently elevated from the position of director of commercial education to the associate superintendency of the Buffalo city schools.

The president of the Association is Nathaniel Altholz, Director of Commercial Education for the City of New York.

Value of Business Experience

• IN EVERY shorthand class, the question arises: "How fast does the boss dictate?" Had I no stenographic experience, my reply would be: "The rate varies, ranging from 80 to 150 words a minute, with the average about 100 to 110." How much more interesting and valuable my reply is to the class when it describes the variations and idiosyncracies of men from whom I have actually taken dictation! . . .

My work as a teacher is more acceptable to myself because I know the real office situations and requirements through having lived them. The values gained through contact with these men and women have been varied and rich, and I endeavor to pass them on to my students through my teaching and living. . . .

Knowing from actual experience the value gained from office work, I would urge every commercial-teacher training institution to require its students to do office work. Any teacher who has not had office experience should secure a summer position, and she will be amazed at the number of things she can learn "on the job."—*Esther R. Scott, Community High School, Stronghurst, Illinois.*



In the far gone ages, Lao Tai Sun said "The spring of life brings blossoms of expectation, the winter brings the enjoyment of the fruit of experience."

RELATION OF RHYTHM TO SKILL

Harold H. Smith

"Metronomic rhythm in typing does not exist," said Mr. Smith in his article last month, and produced proofs. In his second article, he discusses rhythmic motion patterns

WE have pointed out before that typing "skill has three characteristics—speed, accuracy, and fluency,"¹ fluency meaning smooth rhythm. Psychologists long ago remarked that skill in any single operation is always improved more rapidly when the operation is combined with other operations in natural situations

than when it is sought through practicing an isolated operation. The acquisition of skill in the making of the eighty-five individual typing movements on the keyboard can therefore be advanced most rapidly by concentrating practice more on sentences than on words, and more on words than on isolated letter and space-bar strokes.

Practice Larger Units

This principle has motivated the modern trend to a quick coverage of the keyboard, reduced word practice, and the early introduction of sentence practice. Unconscious recognition of this principle lay behind the settled practice of those trained in the speed departments of typewriting companies. Those typists did a tremendous amount of paragraph practice, both sustained and of short duration, with a negligible amount of special word practice.

It is to be noted, however, that no practical psychologist has ever suggested that the seeker after skill can omit completely all

practice of individual operations as such. On the contrary, Book² has emphasized that the

"group method of controlling the sequence of the movements is developed from the letter-by-letter method used earlier in the practice, and it cannot be successfully employed until great proficiency in the latter method has been attained."

A fundamental law of all musical rhythm is that a hurrying or slackening of tempo has no power to alter the rhythmic organization . . . on the contrary, it is crowded detail that will best profit by slackening, and loose-knit passages that have most to gain by an unobtrusive mending of the pace.—Donald F. Tovey, Edinburgh University, in "The Encyclopaedia Britannica," fourteenth edition Vol. 19, pp. 272-279.

In the field of time and motion study, industrial engineers have accepted the late Dr. Frank Gilbreth's findings that "the motions are the elements to be considered in learning to perform any activity" and that each motion must be taught at first separately in its proper order and then, as soon as possible, in conjunction with the correct sequence of motions as they are to be combined in the complete operations, expertly performed.

Skillful typing depends upon perfecting two related kinds of operations: (1) the simple motion for performing each *single operation* on the typewriter, and (2) the complex groupings of these single operations into *motion patterns*. Whether the stimulus to make these motions is seen, heard, or arises within the mind of the typist makes no difference. The skillful operation of the typewriter demands that the typist approach expertness in making both the separate motions and the motion patterns.

Book points out that the learner must "make all *series* of movements in a rhythmic way";³ but rhythm, or fluency, as we have

¹Harold H. Smith, "The Teaching of Typewriting," *American Shorthand Teacher*, X:3, November, 1929, p. 107.

²William F. Book, "Learning to Typewrite," Gregg Publishing Company, 1925, p. 174. ³*Ibid.*, p. 182.

called it, makes its appearance much earlier in the development of any skill. It can be traced as a rhythm of sound in the old method of memorizing the home keys by pronouncing *asdf jkl*; (four beats or letters to each group). The combined rhythm of sound and of physical movement can be discovered in the natural tendency to practice even the earliest efforts in units of two, three, or four strokes—typing *frf*, *asdf*, etc. The more nearly correct the learner's technique of striking the keys and performing other operations, the more nearly perfect will be his control of rhythmic tension, motion, and relaxation on each separate operation.

In recent years, modern typing texts have encouraged this tendency to learn and to act rhythmically by arranging at least some of the early exercises so that whole lines, composed of practice units or words of equal length, can be typed easily in approximately steady rhythm.

Speed Demands Fluency

In progressing to a higher rate of speed and greater skill in typewriting, however, steady rhythm must give way to what I have often called an *interweaving of rhythms*, or fluency. Dvorak⁴ has defined fluency as "rhythm smoothly maintained."

The illustration of typing with the "rhythm machine," which accompanied the first article of this series on typewriting rhythm,⁵ bears proof of this fluency or rhythm better than words can tell.

It is clear from that illustration (and from the most elementary experience in typing) that, when the several operations in a series are necessarily confined to one hand, the intervals between successive spacing movements of the carriage are longer, even though the typist may not reduce the speed of his hand movements. If the motions are actually awkward, as shown (Dec., p. 276) in writing the following words: *statements* (lines 1 to 3), *twenty*, *years*, *war* (lines 1 to 6), *gave*, *order*, and *people* (lines 7 to 12), this extension of the interval between movements of

the carriage is more marked and is accompanied by whatever reduction of speed is required to manipulate the difficult combinations safely and smoothly.

Close scrutiny of the illustration shows that the skillful typists change their pace smoothly, fluently, or rhythmically. The good typist is more concerned that his physical movements shall be rhythmic, than that the *clicking* of the machine shall be rhythmic.

Faster Motion Patterns the First Aim

On the other hand, the unhampered typist striving for greater skill does not aim solely for rhythm, unless he has apparently reached, in the motions he makes, his upper limit of speed. In fact, the speed and accuracy of his motions remain the major aims of the rapidly progressing learner. He strives to improve his rhythm only to insure the easiest possible execution of work at each speed level as his skill increases.

Such practice provides experience that is always useful when difficulties appear at higher speed levels. Then the typist must slow down in order to extricate himself without loss of control. If he has enjoyed considerable smooth rhythmic practice on similar combinations at lower speed levels, he falls back on the habits that have been thus formed, to a large extent operating the machine automatically at reduced speed, while he devotes most of his attention to restoring control. He accomplishes this in a surprisingly brief interval and then swiftly resumes his best pace with correspondingly faster rhythms.

Similar Patterns, Changing Rhythms

Again referring to the illustration in the December issue, it is noticeable that the three skillful typists who produced lines 1 to 4 and 7 to 10 typed a number of words at increased speeds with smooth rhythm because those words permitted the alternation of both hands or were otherwise easy to execute. Their tape patterns of these words are surprisingly similar. Compare the tape patterns for the words *the*, *when*, *out*, *turn*, *which*, *their*, *through*, and *they*.

Yet, with the exception of the combination *the* in the words *the* and *their*, the student

⁴Harold H. Smith, "Metronomic Rhythm in Typing Found to be a Fallacy," *The Business Education World*, XVII:4, December, 1936, p. 276.

typists (lines 5, 6, 11, and 12) failed to take advantage of the ease with which these combinations can be executed. They *maintained their deadly metronomic rhythm* as they had been taught, and plodded on in low gear when they should have been going in high.

The poor typist is either erratic, lacking all rhythm, or he uses a too nearly metronomic rhythm at unnecessarily slow speeds. In either event, when disturbances occur, he has no habits upon which he can depend to tide him over the moments required to regain control. He must stop or make errors, or both—and

must "feel them all" and must decide "instantaneously which, if any, of them is to be given greater value. He can do this only by establishing a level which they may rise above and fall below, and the greatest artists are those who can consistently maintain this level."

Please note the last sentence. It applies directly to the typist who seeks to become skillful, as is shown in the graph of a test typed at the rate of 130 actual words a minute, reproduced here.⁷ The divisions of the vertical lines at the beginning and end of the



If you hunt for them in the papers from day to



day you will ^anot have to look very far to find stories which have been



told by men who have had the luck to pass the ^mlist which is set down

he can never become a skillful typist until he learns the true meaning of rhythm.

What is this rhythm that has persisted despite wholesale misinterpretation?

Space forbids our quoting extensively from the dictionaries and encyclopedias referred to here, but we recommend them all to the careful consideration of all our readers who are interested in getting to the bottom of this subject. We are unable to resist quoting these few choice selections:

Grove⁸ speaks of rhythm as:

An Act of Fusion—If rhythm is the "life" of time in all its aspects, if it redeems time from a clock-like precision (*sic*), adapting it continually to changing conditions, bridging what separates the mechanical from the human . . . it does all this by holding two or more discrepant elements together as one . . . rhythm seems . . . to hold together with "the timing" a number of unverifiable *accelerandos* and *ritardandos*, or else to refuse resolutely to admit them.

Speaking of "composer's rhythm," Grove points out that, in harmonizing two or more simultaneous melodies, composer's rhythm is used to reconcile them. The performer

curves represent 0.1, 0.2, 0.3, 0.4, and 0.5 of a second respectively. It will be seen that a little more than half the strokes (50.2 per cent, to be exact) cluster about the intervals of 0.07, 0.08, and 0.09 of a second per stroke, running between 11 and 14-plus strokes a second. Over 93 per cent of the strokes range between 0.06 and 0.15 of a second—a spread of only .1 of a second. This is "keeping to the line," as far as the human ear is concerned, is it not?

Real Rhythm the Antithesis of Periodicity

The well-known author, C. E. Seashore, says in "The National Encyclopedia" that rhythm is unlimited. He defines the sense of rhythm as "an instinctive disposition to group sense impressions or movements by time or intensity, or both, in such a way as to derive pleasure and efficiency through the grouping." But "it should be clearly distinguished from periodicity, which involves mere recurrence, as in the tick of the clock, in that rhythm always involves grouping."

⁸Grove's Dictionary of Music and Musicians," Third ed., Macmillan and Company, Ltd., London, 1928, Vol. IV, pp. 382-383.

⁷This graph appeared in the article on "The Teaching of Typewriting" in *The American Shorthand Teacher*, February, 1930.

Further, "it adjusts the strain of attention by throwing attention into effective pulsations . . . it gives man a freedom of balance and ease . . . Rhythm gives a feeling of power; it carries with it a sort of feeling of impetus."

Speaking of the "deep-rooted instinctive nature" of rhythm, Seashore says that "it is not a matter of hearing or action merely, but a response of the organism as a whole." Finally, "we should distinguish between rhythm and periodicity, in that periodicity is a simple repetition, whereas rhythm is the repetition of a pattern."

Metronomic Rhythm Undesirable

Note that tapping one stroke after another with evenly spaced intervals between them can never represent a pattern, the essential of which is some sort of *grouping*. Stetson and Tuthill⁸ have shown that professional musicians cannot execute their work in absolute time divisions. The illustration accompanying the first article in this series, in the December issue of this magazine, supports all these authoritative comments about rhythm.

A good example of how rhythmic motion patterns tend to recur is the word *Notwithstanding* in lines 1, 2, and 3 of that illustration. The separate patterns for *not*, *with*, and *standing* are quite evident in the work of Stollnitz and the writer. The tape records of these two typists for any given word are remarkably similar.

Notice that the *sta* in *notwithstanding* (line 3) is naturally faster than the same combination in *statements*. Yet each fits into a smooth, rhythmic motion pattern that speeds up to take advantage of the easy *nding* and slows down to play safe on the more difficult *state* . . .

Study carefully the effect of the difficult fingering of *tw* upon the pace and grouping of *ent* in *twenty*. Then compare this with the same operator's typing of *when* and *sent*. *When* is potentially fast; *sent*, fairly fast. It is clear that, because the students who typed lines 5 and 6 were habituated to typing slow-

ly and aiming for unattainable metronomic rhythm, they typed out these words stroke by stroke without a semblance of a word pattern. The two experts, trained to press for speed in rhythmic patterns, cut down the time 30 to 40 per cent.

The two experts typed between 8 and 9.8 strokes a second, counting the carriage returns as single strokes. The experienced typist, Bowle, averaged between 6 and 7.4 strokes a second. The two students averaged between 4.7 and 5.4 strokes a second. Obviously, the smaller fluctuation in the stroking speed of the students proves their rhythm to be more metronomic, but they have sacrificed speed.

Only the motion pictures taken of each subject during these tests show the more important causes for the lower stroking speeds of the slower typists. In the pictures are visible the unnecessary motions, the wasteful motions, the wrong motions made by the slower operators, motions that slow practice for metronomic rhythm can only make more habitual.

Aiming for the false and unattainable goal of metronomic rhythm, these student typists were forced to destroy and suppress their natural tendencies to originate new and more efficient typing motions. They never surpassed 7 or 8 strokes a second. The experts, unhampered by restricting notions about rhythm, typed as many as 12 strokes in one second. Without "right motions at best speeds," one can never become a skillful typist. Every student deserves to be encouraged to develop fast, rhythmic motion patterns.

Better still, the competent teacher will show him how to attack these patterns directly by demonstrating how they sound—but we are getting ahead of our story, which will be concluded with next month's article.

William R. Foster Comments

- THE ENTIRE COUNTRY was going through the throes of "the dance craze" when Miss E. B. Dearborn presented at the 1915 E. C. T. A. convention the "unusual spectacle" of Emil Trefzger, then champion typist of the world, operating his Underwood in quadruple time to the tune of "The Stars and Stripes Forever."

⁸R. B. Stetson and T. E. Tuthill, "Measurements of Rhythmic Unit Groups at Different Tempos," Psychological Monographs, Vol. XXXII, No. 3, pp. 41-51.

Of this the manager of the Underwood Educational Department wrote:

I believe music is destined to improve the present method of teaching typewriting as much as touch typewriting contributed to the increased facilities of the typewriter in the business world.

The Victor Talking Machine Company stated:

It has been found that the time and energy usually devoted to the average yearly course in typewriting may be reduced 40 per cent, and yet the same proficiency may be attained.

How much of all this survives as still worth what was then thought of it? Well, it probably made us rhythm conscious, although we must admit that dance music didn't teach typewriting for us.

The Old Ideas Cling

We have other barnacle notions about rhythm besides that removed by Mr. Smith. Dvorak¹ and Mursell² expose, as do the Gestalt psychologists, the so-called "law" of learning by repetition as applied to rhythm. But as many teachers sat under instructors who taught this theory and since then have not "cracked a book" in psychology, this thoroughly discredited assumption will, I fear, continue for some time among the rank and file.

The situation is confused also by other contradictory ideas regarding rhythm, besides the one Mr. Smith goes into so thoroughly. Do you remember the fable of the man who blew both hot and cold? It must be that man is here again, for we read: "When it is necessary to force students to write more rapidly, the use of a rhythm device is valuable."

Contrast that with this: "In order to write with equal intervals between each stroke it is necessary for the typist to write at the rate of his slowest (most difficult) letter sequences."

And what do you make of this, Dr. Watson?

Every known force in the world is rhythmic. No force is continuous, whether physical or natural. Water moves in waves. The wind does not blow continuously, but in gusts. The movement of the

moon and all the heavenly bodies is rhythmic, producing the year with its recurrent seasons . . .

I grant you "the wind bloweth where it listeth," but we know where the moon and the stars were, are, and will be at any given time. I would chance the comparison of true rhythm with the wind, while metronomic rhythm seems to me like the rhythm of the planets—steady, even, fixed.

Is there any wonder that the subtle distinction between "perfect" (metronomic) rhythm and smooth rhythmic patterns (fluency) wasn't seen for so many years? Mr. Smith should be thanked for the very clear and devastatingly complete way in which he has unscrambled these two.

You can readily see that metronomic rhythm, if continued beyond the very elementary stage, will keep down speed. And what of accuracy? Our persistent emphasis on "perfect copy" inevitably hinders the development of rhythmic patterns by its deadly blighting effect on pupils who would otherwise dare to attempt something beyond a 100 per cent correct letter-by-letter stroking.

How Shall We Teach Rhythm?

Now that we have read Mr. Smith's careful statement of the case against metronomic rhythm in favor of rhythmic patterns, what are we going to do about it? Go on as before? That is hardly what I should expect of BUSINESS EDUCATION WORLD readers. This would be a profitable time to reread Dr. Mursell's "The Acquisition of Skill"³ in the light of what you have just read by Mr. Smith, for Dr. Mursell has much to say regarding rhythm.

If you don't now write at least 60 words a minute, get busy so that you yourself may experience writing in sizeable smooth rhythmic patterns. Frankly, that is all that correct typing really is. You will then no longer miss in your typewriting what H. V. Kaltenborn says he feels when flying: "A sense of being alive, a sense of power." But there is no royal road to typewriting.

Mr. Smith's promise to describe next month how rhythmic motion patterns sound has an intriguing appeal to all of us.

¹*Op. cit.*, p. 157.

¹August Dvorak *et al.*, "Typewriting Behavior," American Book Company, New York, 1936, p. 310.

²James A. Mursell, "The Acquisition of Skill," Business Education World, November, 1936, p. 158.

CLIMATE—A MAJOR GEOGRAPHIC FACTOR

John C. Parsons

• *The nine geographic factors named in the first paragraph of Mr. Parsons' article form the complex natural environment in which man lives and works. These geographic factors call for consideration when regions and commodities are studied in economic geography. There is an interrelation, an interaction, among these factors that influences human activities in all parts of the world. It is the province of economic geography to interpret the chief geographic factors as a basis for an understanding of man's economic life.*

Climate is outstanding in its universal and ever-present influence. Mr. Parsons presents the relationship of climate to other geographic factors and to man's occupations. The geographic factors of climate, land surface, and soil determine, in a large measure, the kind of crops that may be raised in a region. A knowledge of climate is fundamental in the study of economic geography.
—DOUGLAS C. RIDGLEY, *Series Editor*.

THE chief geographic factors are: location, land forms, climate, soil, minerals, ocean, inland waters, native vegetation, and native animals. Climate is one of the most effective of these factors in its ever-present and persistent influence on man's activities.

Weather is the condition of the atmosphere at a specific time. We are always conscious of the weather. It varies during the day; it changes from day to day and from season to season. The frequent daily remarks in conversation about atmospheric conditions refer to weather conditions, not to climate. The daily map issued by the Weather Bureau is a weather map, not a climatic map. It depicts the condition of the atmosphere at 8 a.m. Eastern Standard Time over the United States and southern Canada on the day the map is published.

The climate of a region is the aggregate of all its weather. Climate includes the hottest temperatures and coldest temperatures,

the driest periods and the wettest periods, the strongest winds and the calms, the duration of sunshine and of cloudiness, and all other factors that enter into atmospheric phenomena.

The five elements of weather and climate are temperature, pressure, winds, sunshine, and moisture. The sciences of meteorology and of climatology investigate these elements in all regions of the earth and throughout the succession of years. In geography, these elements of weather and climate are studied as they influence the life and work of man.

Climate and Native Vegetation

The natural vegetation of the earth's surface is a direct response to climatic influence. Soil is necessary for plant growth, but more than 95 per cent of the material in plants comes from water and air; less than 5 per cent comes from the mineral content of the soil in which they grow.

Tropical forests grow in regions where high temperatures are accompanied by abundant rains throughout the year. The result is a mass of vegetation so rank, dense, and persistent that man has made almost no progress in its conquest, though recently the great rubber companies have made a beginning. Regions near the edges of the tropics, such as Cuba, Java, and the Central American states, supply tobacco, cane sugar, and bananas.

The tropical grasslands, or savannas, are found where the wet and dry seasons alternate. A luxuriant growth of grasses is produced during a few months of warm, wet weather, and seeds are ripened. The grasses wither and die during the hot, dry season, but the seeds are ready to spring into life with the first shower of the next rainy season.

The extensive forests of temperate lands are a response to moderate temperatures and to sufficient rainfall. With decreased rainfall in temperate lands, forests give way to

the tall grass of prairies and steppes; tall grass gives way to short grass; and short grass, to sage brush and the desert.

The tundra and the ice fields of the polar regions are a response to severe temperatures where conditions for plant growth are extremely unfavorable.

Climate and Cultivated Crops

Climate influences the growth of cultivated crops as definitely as it influences the growth of the natural forests and natural grasses. All cultivated crops have been derived from wild plants. Man has chosen for cultivation those plants that yield useful products for food, for clothing, and for other purposes. He has learned, from nature and by experimentation, the climatic and soil conditions best suited to the production of profitable yields. Climate has been an important factor in the spread of crop cultivation.

The people of the United States, Canada, and Europe use most of the world's coffee, tea, and cacao, yet none of these is produced in the regions of greatest consumption. The climatic factor erects a barrier more effective than tariff walls between the countries where these table beverages are produced and the countries where they are consumed.

In the United States we have extensive areas designated by the name of a dominant crop—the Cotton Belt, the Corn Belt, the Winter Wheat Region, and the Spring Wheat Region. These are significant names on a map of agricultural regions. The boundaries of these regions are chiefly climatic, not physiographic nor political.

The northern boundary of the Cotton Belt

is near the line indicating a frostless season of two hundred days; the southern boundary is far enough away from the Gulf of Mexico to insure a picking season without too much rainfall; the western boundary is near the average annual rainfall line of 23 inches. Abundant summer rainfall of the thunder-shower type is characteristic of the Cotton Belt.

The Corn Belt lies in a region where the frostless season lasts for from five to seven months, with abundant summer rainfall. The Winter Wheat Region lies west of the Corn Belt; the rainfall is sufficient for wheat, but not enough for corn. The Spring Wheat Region occupies an area farther northward, where the frostless season is too short for the ripening of corn and the winters are too severe for winter wheat.

Within these agricultural regions, other crops than the one which gives its name to the region are grown in important amounts. Hay, forage, and potatoes are produced in all the regions just named. Mixed farming, rather than strictly one-crop agriculture, gives the farmer better income and better distribution of seasonal labor.

Citrus fruits are narrowly limited to the subtropical climatic regions where the rainfall and annual progression of temperature are favorable to their cultivation.

Climate and Grazing

Grazing, or the raising of animals apart from the growing of crops, is practiced over extensive areas of the natural grasslands of the world. Cattle, sheep, horses, goats, and camels are raised.

Climate will be the deciding factor in determining whether the natural grasslands of the world shall remain as pasture lands or be devoted to the cultivation of crops. If the annual rainfall is sufficient, year after year, to produce good crops, as in the prairie lands of Illinois and Iowa, the natural grasslands are put to their best use in crop growing.

In those regions of the United States that have been suffering severely from drought for the last two or three years, a decision must be made as to the best use to which the land can be put. In the short-grass areas of the Great Plains, the continual recurrence

John C. Parsons is instructor in geography in the high school at Kearny, New Jersey. He is working toward his Ph.D. at New York University, whence came his M.A. He is particularly interested in the selection of material for high school economic geography curricula. His hobby: young people.



of crop failures may force a return of those lands to pasture and their protection from over-grazing.

The pressure of mechanized farming has undoubtedly carried the line of crops farther westward in the grasslands of the United States than climatic conditions warrant. Only the experimentation that is now going on will determine the final western limits of cultivation.

In other lands, particularly on the northwest border of China, there has been a continual swing back and forth of the zone of cultivation. This condition has persisted for many generations.

Extensive areas of the natural grasslands of each continent are devoted chiefly to grazing, and in these areas grazing will persist as the chief industry in the future. Climate is the deciding factor.

Effects on Mining and Manufacturing

Mining is carried on wherever valuable minerals are found under conditions that favor their extraction and marketing. Climate has its influence on mining operations. The long, cold winters limit the mining operations in Alaska and northwest Canada. The rich nitrate fields of the Desert of Atacama, in Chile, would not exist if the region were one of heavy rainfall instead of being almost rainless. Climatic conditions decree that the busy cities of the nitrate fields shall import all foodstuffs and shall go to the mountains, far away, for a water supply.

The decreased air pressure in the high altitudes of the Andes limits the amount of work that can be accomplished in the rich copper mines.

Manufacturing calls for human activity of a high order. Factory employees perform more work under favorable climatic conditions. The chief large manufacturing centers of the world are in northeastern United States and in central and western Europe. In these regions, winter temperatures are not too cold nor summer temperatures too warm for vigorous activity. The variability of temperature between day and night, and during the constant procession of cyclonic storms throughout the year, is conducive to human activity.

If climatic conditions were the same all over the world, there would be no commerce on a large scale. Whatever could be produced in any region could be produced readily in any other region. The extensive trade in bananas would not exist if bananas could be grown with equal effort everywhere. Rubber cannot be produced in regions where it is most used. It is shipped from the tropical regions of production to the temperate regions of consumption.

Climate, Commerce, and Civilization

Daily weather conditions are important in their influence on everyday commercial activities. Railroad freight trains are made up in accordance with the weather forecast for the succeeding thirty-six hours. A frost warning from the Weather Bureau enables growers and shippers of fruit to protect their products from damage. Reports of favorable or unfavorable weather conditions in extensive crop areas influence the market for grain and other commodities. Frequent weather reports by radio guide the aviator to the land ing field.

Early civilization developed in two great river valleys—the Mesopotamia and the Nile—where men could protect themselves easily in the mild climates of these regions. The centers of civilization moved northward and westward to Greece and Rome as men learned how to protect themselves from more severe climatic conditions by building better homes and making better clothing.

Through the centuries, the center of civilization continued its movement northward and westward to the North Sea countries of Europe as men learned more fully how to protect themselves from climatic conditions while prospering in the stimulating climates of the cyclonic wind belt of the westerly winds. Weather and climate continue to influence man's activities from the equator to the poles.

In conclusion, we may say that climate is a geographic factor of great importance. It determines the native vegetation—that is, the forest cover, or lack of it. Cultivated crops have been developed under favorable climatic influences, and climate limits their spread. Grazing, due to the influence of

climate, is the one industry possible in large sections of the world. The hazards and hardships of mining are greatly increased by the effect of cold in some parts of the world and by lack of water in others.

Manufacturing activity is greatest in the northeastern United States and northwest Europe because the climate there is best suited for industrial activity. Commerce is stimulated by variability of climate, which confines products to different parts of the world and requires their exchange. Moreover, civilization is at its height in the temperate areas of the northern hemisphere, gradually diminishing toward the desert and the jungle, because of climate.

• IT IS WITH DEEP REGRET that we record the death of George Watson, founder and proprietor of Watson's Business College, 640 Garfield Boulevard, Chicago. Mr. Watson passed away quietly in bed on November 5 from a heart attack. He was seventy-four years of age.

Mr. Watson was born in Belfast, Ireland, and became associated with Gregg Shorthand about a year after its first publication. He was an expert writer of the old-style shorthand, but through F. H. Spragg, who was the author's first student in Gregg Shorthand, his attention was attracted to the new system and he became an enthusiastic supporter of it. This was in London, England.

Afterwards, Mr. Watson moved to Canada and established a little school in the Yonge Street Arcade, Toronto, the first school to teach Gregg Shorthand on the North American continent.

Some of his students went to Chicago, attracted by the demand for stenographers for the World's Fair in 1893, and Mr. Watson followed their example, obtaining a position as chief stenographer to the largest retail store in the country. His school in Toronto was transferred to W. J. Burrows, who also went to Chicago later. (Mr. Burrows recently retired from business, and now lives in St. Paul. We had the pleasure of receiving a letter from him a few weeks ago.)

In 1894, Mr. Watson started an evening

class in the system in his home on Garfield Boulevard; this was so successful that a few years later he erected a fine building for it within half a block of the place where his first class was held. The school is now in charge of his son, George A. Watson, Jr.

Mr. Watson was a quiet, modest, genial gentleman, with a keen interest in the success of his students. He will be mourned by a host of past students and friends in all parts of the world.

He is survived by his widow, to whose encouragement, cooperation and energy much of his success was due, and by five children: George A. Watson, Jr., Mrs. Catharine T. Fox, Mrs. Christine M. Lenzie, Mrs. Winifred M. Krueger, and Mrs. Charmion Siegner.

Our heartfelt sympathy goes to his family

New Program at Bryant

• BRYANT COLLEGE, Providence, Rhode Island, will offer a four-year commercial teacher training program, beginning next September, according to an announcement received from President Harry Laeb Jacobs.



The subject matter of the course has been developed in cooperation with Dr. James F. Rockett, State Director of Education. Graduates will be granted the five-year Professional Teachers' Certificate. The final semester's work will be offered under critic teachers in the high schools. Enrollment will be limited to thirty-five students each year.

In the fall of 1935, Bryant College moved to a new, large campus. One of the college's many impressive buildings, South Hall, is shown here.

EFFECTIVE LETTER WRITING

Sister M. Jane

College of St. Benedict, St. Joseph, Minnesota

Unusual projects in the teaching of letter writing, described by a teacher whose students won five awards in the B.E.W. business letter contests during the past year. The teacher won a prize, too.

AN analysis of the average business letter shows that the dictator and stenographer did not see the recipient of the message when the letter was being dictated.

When the first Frailey business-letter project appeared in the BUSINESS EDUCATION WORLD, I used it in a class. When the results were not what I expected them to be, I read the letters aloud to the class on the day of mailing, making certain that no changes could be made after the discussion and that students did not borrow ideas from other letters. Then I explained why the answers were good or poor.

I have found it best to dictate the problem letter so that students can transcribe it and study it before they made any attempt to formulate the reply. They learn that replies must be direct, cordial, and interesting. In business, letters that do not hold attention are not read and consequently do not get new business or adjust difficulties as they are intended to do.

The best way to show pupils the weaknesses of ineffective letters is to dramatize the poor specimens. When replies to letters are acted out, students understand (with surprise) what letters really do.

Conversation—With a Picture

When there is a really difficult message to convey and the student does not know how to go about it, we find a picture to represent the person who is to receive the letter, and the student talks the matter over with the picture. Trite and wordy phrases disappear, and really conversational letters result. Later, the writers can visualize the receiver of the message without using the picture.

We have many good laughs over foolish answers—answers that could not possibly

bring good results. But the laughing is not done at the expense of the writer, for no student knows whose letter is being read. Sometimes the writer of the letter bursts out, "I wrote that awful thing, but I didn't realize how it would sound when read aloud." Then the writer goes on to describe the letter as it should have been written.

Students find great difficulty in writing application letters; for that reason we resolve our classes into offices. The advanced class is divided into sections. A personnel officer is appointed, with a secretary. A number of students are appointed as heads of departments—accounting, machine-calculating, stenographic, filing, etc. In each of these departments there is a vacancy to be filled.

On a certain date and hour, all offices are manned and the students apply to the personnel manager for positions of their choice.

The office of the personnel manager is the first place of action. Outside the office are chairs for the waiting applicants. One by one, the students enter the office and make personal application. The personnel manager asks questions as to ability, experience, etc., after the applicant has filled in an application card prepared in advance by the class. Such information as name, address, age, telephone number, whether living with parents, etc., is required. If the director sees possibilities in the applicant, the secretary is asked to take her to the proper department for a trial. There, she takes dictation and transcribes it, does filing, checks invoices on a calculator, or assists in the accounting or bookkeeping sections.

Soon the various offices are humming with activity, and the students get real work done with enthusiasm and satisfaction. When the secretary introduces the applicant to the dic-

tator, the seriousness of manner is very interesting. It is a pleasure to see what kind of executives the older members of the class make. The experience is excellent and can be repeated at intervals.

The person who gives the trial work checks up later with the personnel manager, and the kind of work done is recorded on the back of the applicant's card. Here, also, are notations on the manner of the student who made application—pleasing, aggressive, or too backward.

The lucky winners of the positions are notified by telephone or by means of a card as to when they are to report for work. The winners of positions are as happy as if they had obtained real jobs. Those who did not get positions are told why their applications were rejected so that they can profit by the mistakes they made.

In this way, we try to wear off the rough edges and prepare students for the hard trials they must go through when they make personal application for positions.

After they have been through the routine of trying to get a position by making personal application they know something of what is expected in a letter of application. They have had actual contact with an office, and therefore when they write letters of application for a position they have an idea of what they should say in order to make a really effective appeal.

Another plan we use is to run an ad for a stenographer on the bulletin board, requiring a written application.

A written application must be as simple and direct as a personal one. It must be interesting; it must give complete information about the applicant's ability to hold the position advertised; and it must be honest. Every application letter should be a real sales letter. If the applicant has no service to sell, then the letter had better not be written.

The application letters are read and rated, and the best letters are posted. The poorer letters are studied and an explanation made as to why they lack appeal. Sometimes they are too long and wordy; sometimes the information given is not adequate.

We teachers cannot go with our students when they make application for positions,

but we must do all in our power to make them able to contact properly the firms who will buy their services. Truly, we cannot do it all, but we can help put effectiveness in the business letters of today by teaching the future workers in offices that only effective messages count—and then teaching them how to write such letters.

New Courses at Muskingum

• MUSKINGUM COLLEGE, New Concord, Ohio, is offering a program on the college level, preparing for secretarial service and commercial teaching.

The courses offered are affiliated with the Division of Teacher Training of Muskingum College, so that students electing twenty hours of prescribed commercial training may include the teaching of commercial subjects as a minor.

The secretarial courses are being inaugurated under the direction of Eunice Wells, who holds the Master of Arts degree from the University of Michigan and was formerly a member of the Department of Commerce and Business of Southeast Missouri State Teachers College, Cape Girardeau.

A Typing Picture Book

• THOSE of our readers who have been enjoying the beautiful designs in our Artistic Typewriting department will be interested in learning that a laboratory book is available for students who wish to prepare designs on their own typewriters.

The title is "Typing Picture Book," and the author is Paul E. Cockrill, of the Southport, Indiana, High School. There are twenty-eight pages of outlines and finished pictures. The author recommends that the book be used for fifteen minutes a week in the typing classroom.

Those interested may obtain the book by writing to Mr. Cockrill. The list price is 75 cents, but Mr. Cockrill tells us that he is making an introductory offer of 35 cents for a limited time.

We examined the book and found it most interesting and the idea back of it both unique and practical.

DRAMATIZING THE BUSINESS

MOST office workers have daily need for prompt, courteous, accurate, and adequate speech for telephone conversations, the reception of callers, and everyday business discussions. The new Secretarial Practice Syllabus for the State of New York High School Course (University of the State of New York, 1935) gives definite suggestions for the teaching of these types of oral English. Teacher-students at the New York State College for Teachers, Albany, interpreted the suggestions in the following way during the past summer:

The technique of meeting callers can be taught directly, through dramatization of typical reception situations in offices, after study of model conversations and recall of the reception technique observed by the pupils in their own visits to business offices.

A definition of "dramatization," as the term is used in reference to a secretarial-practice class activity, might be: Dramatization is the expression, at short notice, in vivid and convincing terms, of pertinent thoughts about a typical office problem or situation that calls for oral participation and solution.

The Duties of the Teacher

The teacher's duties in promoting such practice are to seek lists of such typical situations, to suggest and stage model conversations, and finally to put all the responsibility upon the pupils for extemporaneous conversations that show orderly thinking, self-reliance, ability in oral expression, and good judgment in the solution of the problem.

To aid the teacher in performing his first duty—that of compiling a list of typical situations that might confront the reception clerk—the syllabus lists typical situations, as do also "Applied Secretarial Practice"¹ and "English for Business Use."² These differentiations are helpful in classifying such inter-

view or reception situations: Is the situation one that occurs more frequently in a large office than in a small one? Is it of frequent or infrequent occurrence? What secretarial-reception quality does it require predominantly—tact, resourcefulness, good judgment, or some other important quality?

The second duty of the teacher is to suggest and stage model conversations. The conversations are to be judged helpful to the future office worker as patterns if they conform to the following standards: The reception of the caller must be courteous and competent in its grasp of the situation and its solution of the problem; it must evidence correctness and clearness of oral English; and it must terminate as promptly as possible after the actual purpose of the call has been accomplished.

The teacher-students at Albany classified in two groups the lists of typical situations referred to above: situations suitable for intensive study and practice for prospective beginners in offices, and situations truly secretarial in their emphasis on delegated executive duties.

After making this classification, students wrote model conversations to be staged in the classroom.

As each student presented his conversation, with the aid of another student who acted as the caller, the other class members judged its success by the standards mentioned above and decided which desirable secretarial traits were most needed for its accomplishment.

In a very few cases, errors in English, such



teaching Gregg Shorthand, at a meeting, gathered at the Teachers College, who suggested the name "Function

¹Rupert P. SoRelle and John Robert Gregg, "Applied Secretarial Practice," Gregg Publishing Company, 1934, p. 223.

²C. G. Reigner, "English for Business Use," H. M. Rowe Company, College Edition, 1934, pp. 457-460.

S CONVERSATION

• TERESA A. REGAN

Teresa A. Regan is Assistant Professor in the Commercial Education Department of the Teachers College of the City of Boston. Her bachelor's degree is from Boston University, her master's degree is from Harvard. She is working for her doctor's degree at Boston College.

She has appeared on the programs of the CTA and the NECTA, and is a contributor to the 1937 NCTE Yearbook.

Miss Regan was kind enough to provide a group of her teachers-in-training to act as a demonstration class at the first public announcement of the Functional Method of meeting of the Boston High school teachers' College of the City of Boston. It was she who introduced the Functional Method."

as the use of "I will" for "I shall," were noted; in one case the conversation did not show a grasp of the problem; and two solutions were judged inadequate by the class because of their disposal of the inquiry of the caller. These incidents tend-

ed to convince the group that emphasis on these three matters would probably be needed by high school pupils particularly.

The two conversations below have been chosen from those dramatized in class because they show contrasts in the situations pictured as to: (1) the size of the office in which the secretary is assumed to be working, (2) the frequency of the type of call, and (3) the secretarial qualities exercised. In both cases, the conversations move to a conclusion satisfactory to the caller.

RECEPTION OF A CALLER IN A SMALL REAL-ESTATE OFFICE

(Conversation written by Agnes McGarty)

MISS PARKER, stenographer-secretary.

MR. JONES, a caller.

MISS PARKER. Good morning.

MR. JONES. Good morning. Do you have a vacant garage in the group at 700 Hudson Avenue?

MISS PARKER. I'm sorry. The garages in that group are filled, and we have a long waiting list for garages in that vicinity. But there is a public garage in this block, if you would be interested in space there.

MR. JONES (hesitating a moment). Do you know who has charge of renting there?

MISS PARKER. Mr. Reed owns the garage, and you can see him at his office in that building. It is the Hudson Garage, 713 Hudson Avenue.

MR. JONES. Thank you. Good morning.

MISS PARKER. Good morning.

SETTLEMENT OF A COMPLAINT

(Conversation written by Katherine K. Carpenter)

MISS HOWARD, the Credit Manager's secretary.

MRS. BROWN, a charge customer with a grievance.

MISS HOWARD (rising). Good morning.

MRS. BROWN. Good morning. I am Mrs. Brown. May I see Mr. Smith?

MISS HOWARD (consults her desk file). Did you make an appointment, Mrs. Brown?

MRS. BROWN. No, I didn't, but I must see Mr. Smith if I'm to keep on trading at this store.

MISS HOWARD. I am sorry that Mr. Smith is engaged, but if you would give me an idea of your business with him I might be able to arrange an appointment for you.

MRS. BROWN. Well, I opened an account in this store last week and have made a number of purchases. This morning at the leather-goods counter I was refused credit by the sales clerk. She had rung the credit office and they said that my charge account was overdue. I can't see how that can be possible when I've only just opened the account.

MISS HOWARD. What is the full name, please?

MRS. BROWN. Mrs. John T. Brown.

MISS HOWARD. Just a moment, please. (She telephones.) Miss Howard speaking. Mrs. John T. Brown, T as in Thomas, was refused her charge-account privilege at the leather-goods counter this morning. Is there any justification for this? (Listens intently, saying "Yes" from time to time.) Thank you. (Turns to Mrs. Brown.) Something unusual has happened, Mrs. Brown. We have an account of another customer whose name is almost identical with yours. The sales clerk was acting according to instructions in refusing to grant the credit privilege in that name, but if you will use the middle initial when you give your name to the clerks, there will be no further misunderstanding. Miss Green, in the credit department, has instructed the clerk at the leather-goods counter to show you every consideration when you call there again. I am sorry this has troubled you.

MRS. BROWN. Thank you very much. I think I shall go back there now. Good day.

MISS HOWARD. Good day, Mrs. Brown.

About one-third of the students in this class wrote dramatizations of meeting callers, while the others wrote conversations on using the office telephone in business, acting as telephone operator, instructing other office employees in new duties, and receiving orders from the employer. Those who wrote telephone conversations provided the class with picturizations of such secretarial telephoning duties as making appointments by

guarding the employer from loss of time through unnecessary telephone conversations.

In judging these dramatizations, the class took the stand, as they had in the "meeting callers" talks, that the selection of certain pattern situations about which courteous and pertinent conversation had been built by class members was a worth-while step toward later, necessarily extemporaneous, oral English in real office situations.

The two conversations reported below have been chosen for inclusion in this paper because they call up pictures of offices that differ in sizes, of workers who differ in age, and of situations that are typical.

RECEIVING A PERSONAL TELEPHONE CALL DURING OFFICE HOURS

(Conversation written by Anne Worthington)

ANNE WORTHINGTON, a secretary.

MARGE, a friend.

SECRETARY. Mr. Benson's office.

FRIEND. May I speak with Miss Worthington?

SECRETARY. This is Miss Worthington.

FRIEND. Hello, Anne; this is Marge. I just heard the most exciting piece of news. What do you think—

SECRETARY. Excuse me, Marge; I'm sorry, but we are very busy just now. May I call you later?

FRIEND. Oh, all right, but I thought you would like to be one of the first to know that—

SECRETARY. Thank you, Marge. You know I would, under different circumstances. But it is the policy of the firm not to have us use the phone for business purposes during the day. Will it be convenient for you if I call you at five-thirty?

FRIEND. Yes.

SECRETARY. Until then—good-by.

"ROUNDING UP" PEOPLE FOR A MEETING (Conversation written by Grace E. Ott.)

SITUATION: Mr. Martin's secretary, Miss West, has orders to call the department heads together for a special meeting.

MISS WEST (speaking to telephone operator). Mr. Allen's office, please. (Pause.) Mr. Allen, this is Mr. Martin's secretary. Mr. Martin is calling a special meeting of the department managers. Will you please report in the director's room at eleven o'clock?

MR. ALLEN. Yes, I will be there.

MISS WEST. Thank you. (To telephone operator) Mr. Carter's office, please.

MR. CARTER'S SECRETARY. Mr. Carter is out. May I take a message?

MISS WEST (gives the message). Will you please call me immediately upon his return and tell me whether or not he is to attend the meeting?

(Makes a memorandum of the absence of Mr. Carter and the reason, should he not attend.)

MISS WEST (to Mr. Simpson's secretary). May I speak to Mr. Simpson?

MR. SIMPSON'S SECRETARY. He is busy with a caller. May I have him call you, or will you leave the message?

MISS WEST. Please ask Mr. Simpson to call me. The president's extension number is 1. (Mr. Simpson may take advantage of this interruption to get rid of his caller, if he so desires.)

NOTE: The president's secretary keeps a memorandum of those departments which, on account of absence of the manager, may have to be called again before the meeting.

An interesting modification of the conversations on "receiving orders from the employer," and one that touches closely the school life of the pupils in high school secretarial classes, was made by three teacher-students who wrote conversations on instructing another pupil in the use of a duplicating machine, changing to a new filing system, and explaining the operation of a small office switchboard.

• MISS GERTRUDE C. FORD, instructor of typewriting at Grove City College, Grove City, Pennsylvania, contributed a discussion on "The Application of Time and Motion Study to Typewriting" at the Time and Motion Study Session of the American Society of Mechanical Engineers at its annual meeting on November 30 in New York City. The invitation came as a result of interest shown in "Typewriting Behavior," of which Miss Ford is one of the co-authors.

ANOTHER 60-WORD SHORTHAND CERTIFICATE

Teachers who are following the functional method of teaching Gregg Shorthand will be interested in knowing that the *Gregg Writer* has arranged to issue a 60-Word Shorthand Speed Certificate that permits transcription in longhand. Candidates for these certificates will use the regular 60-word test. In applying for the certificates, teachers should specify that transcriptions have been made in *longhand*. All other conditions remain the same as those established for the shorthand transcription tests.

THE GREGG WRITER, Art & Credentials
Dept., 270 Madison Avenue, New York,
N. Y.

CANADIAN GREGG ASSOCIATION MEETING

THE seventh annual convention of the Canadian Gregg Association was held at the Royal York Hotel, Toronto, Ontario, November 6 and 7. A distinguished group of superintendents, principals, private-school owners, and commercial instructors were in attendance. B. H. Hewitt, of the Northern Vocational School, Toronto, and president of the Association, presided at the meetings.

The convention opened Friday evening with a dinner and reception in honor of Dr. and Mrs. John Robert Gregg. Those in attendance at the dinner included:

P. McIntosh, managing director of Shaw Schools, Toronto; Dr. G. E. Reaman, principal of Glen Lawrence Private School, Toronto; R. E. Clemens, principal of Canada Business College, Hamilton; B. H. Hewitt, president of the Association; Rev. Canon Colloton, of Sault Ste. Marie (one of the first writers of Gregg Shorthand in Canada); T. F. Wright, St. Catharine's Business College; E. J. McGirr, principal of Niagara Falls Collegiate & Vocational School; W. F. Marshall, principal of Westervelt School, London, Ontario; Zac Phimister, Lawrence Park Collegiate Institute, Toronto; Frank Spence, Eastern High School of Commerce, Toronto; R. J. Aitchison, Central High School of Commerce, Toronto.

Also invited were members of previous executive committees of the Association: Mr. Ward, principal of Gregg College, Toronto, and members of his teaching staff; Fred Jarrett, manager of the Canadian office of the Gregg Publishing Company, and his staff.

On Saturday an all-day meeting was held, at which modern methods of teaching shorthand, typewriting, and related subjects were ably presented by a group of distinguished speakers. The complete program follows:

President's address, B. H. Hewitt.

"The Development of Shorthand Speed" (with demonstrations), Charles Zoubek, Certified Shorthand Reporter, New York.

"Correlation of Subjects in the Commercial Course," William F. Jack, Director of Commercial Subjects, Trott Vocational School, Niagara Falls, New York. Discussion led by E. E. Cavell, Western Technical-Commercial School, Toronto.

"Putting First Things First in Typewriting," Harold Smith, editor of typewriting publications, Gregg Publishing Company, New York. Discussion led by M. C. Roszell, Northern Vocational School, Toronto.

"Secretarial Training," Miss M. F. McKenzie, Shaw's Deer Park School, Toronto. Discussion led by W. F. Marshall, Westervelt School, London.

"Can We Improve Our Graduates?" Norman S. Cumming, liaison officer, Imperial Oil Company, Toronto; Miss Joyce Bateman, Toronto Transportation Commission, Toronto; C. Crumpton, credit manager, Yardley's Ltd., Toronto.

At the annual luncheon, Dr. Gregg delivered an address on "The Progress of Commercial Education in England."

The following officers were elected:

President: J. M. Rosser, Principal, St. Thomas Business College, St. Thomas.

Vice President: M. C. Roszell, B.A., B. Paed., Northern Vocational School, Toronto.

Secretary-Treasurer: Miss Jean Crerar, The Gregg Publishing Company, Toronto.

Executive Committee: B. H. Hewitt, W. F. Marshall, F. W. Ward, Fred Jarrett.

N. E. A. Membership Drive

• PROGRESS reports of the intensive drive under way to increase the membership of the N.E.A. Department of Business Education indicate that the national membership committee, under the leadership of Lola Maclean, of Detroit, is functioning with unusual efficiency. The state chairmen responsible for this excellent showing are listed below. Nearly all the states have doubled their membership already.

Alabama, Lelah Brownfield; Arizona, C. D. Cogan; Arkansas, Charles C. Fichtner; California, Joseph DeBrum; Colorado, Vance L. Wise; Connecticut, Orton E. Beach; Delaware, Margaret Kane; District of Columbia, Joseph L. Kochka; Florida, Beulah D. Harwell; Georgia, Clark E. Harrison; Idaho, Dean S. Thornton; Illinois, Mary D. Webb; Indiana, Vernal H. Carmichael; Iowa, Hazel L. Quick; Kansas, L. E. Wilbur; Kentucky, Maco B. Whittall; Louisiana, Ruby V. Perry; Maine, Nora Jackson; Maryland, Quebe E. Nye; Massachusetts, Mary Stuart; Michigan, Lola Maclean, pro tem; Minnesota, J. Vincent Porter; Mississippi, Margaret Buchanan; Missouri, E. W. Alexander; Montana, Della A. Young; Nebraska, Gertrude Goering; Nevada, Blanche Wyckoff; New Hampshire, Mildred E. Taft; New Jersey, Frederick H. Riecke; New Mexico, Lloyd V. Douglas; New York, Wallace B. Bowman; North Carolina, B. Frank Kyker; North Dakota, Laura Wurtzel; Ohio, Irving R. Garbutt, pro tem; Oklahoma, Raymond D. Thomas; Oregon, Ida Granberg; Pennsylvania, Elmer E. Spanabel; Rhode Island, Harry L. Jacobs; South Carolina, B. W. Jenkins; South Dakota, Merle Trickery; Tennessee, Helen Frankland; Texas, M. E. Deched, pro tem; Utah, Julian C. Wood; Vermont, Myrtle Heide; Virginia, Jennie Daughtrey; Washington, Harry J. Swann; West Virginia, H. P. Guy; Wisconsin, Helen Gardner; Wyoming, J. Ralph Hylton.

SHORTHAND METHODS AND MATERIALS

William R. Odell, Ph.D.

5. SHORTHAND READING PROCEDURES

THE fourth purpose of shorthand reading is to develop fluent shorthand reading habits. As in the case of the three preceding purposes, it is obvious, of course, that any method can lay claim to this fourth purpose to some degree. In some methods, however, particularly the direct methods, this purpose is considered particularly important, and hence is more fundamental to the reading procedures than are the other purposes.

The basic idea behind this fourth purpose is completely stated as follows:¹

Fluent Reading Habits

The way in which a student learns a shorthand outline seems to determine the kind of reading and writing responses that he makes to it for a long time afterward, if indeed not permanently. Let us examine this statement more in detail.

In the first place, there is no question that the shorthand-reading eye movements of direct-method learners are different from those of Manual-method learners. Direct-method learners read shorthand with many fewer eye fixations than do Manual-method learners.² This is entirely in keeping with what one would expect as the result of an analysis of the two methods.

Reference already has been made to the fact that the Manual method is a parts method, whereas the direct method is a whole method. The learner who considers shorthand outlines as wholes, as in the direct method, naturally will read them as wholes instead of piecemeal as does the Manual-method learner.

From the beginning, the direct-method learner must draw upon his ability to read shorthand outlines from the context of the material used. The direct-method learner can-

not decipher unknown outlines by analyzing them into their component parts, as does the Manual-method learner. He must depend solely upon the context for his cues as to the meaning of outlines of which he is uncertain. It is only reasonable, therefore, to expect that the two methods would produce exactly the difference in shorthand reading habits that Miss Brewington discovered.

How long this difference in reading habits persists is not clearly known. Some shorthand teachers think, however, that the Manual-method student is permanently handicapped for doing really effective transcription, simply as the result of the method of learning he uses. They believe that an individual who learns by the Manual method never learns to react to shorthand outlines as wholes in the way that direct-method learners do. They believe that initial learning patterns persist permanently. If this is true, the importance of the direct-method approach and Miss Brewington's experiment has scarcely been comprehended.

Develops Larger Eye Spans

To a large extent, effective transcription necessarily depends upon the ability of the transcriber to grasp the meaning of the material he transcribes. Large eye spans definitely increase the transcriber's ability to get the meaning of what he transcribes. A teaching method that develops larger eye spans and encourages reading for meaning is much to be preferred to one that does not. The direct method does possess these advantages over the Manual method.

Still further, it is reasonable to believe that a student taught to recognize outlines as wholes will develop better shorthand writing habits from the very beginning, just as he develops better shorthand reading habits. Presumably, also, these writing habits will persist permanently.

A learner who has not been taught to recognize parts, pieces, segments, or 'breaks' in outlines will not be so inclined to stop his writing movements at the end of each piece of an outline as will the learner who has

¹ Odell-Rowe-Stuart, *Teacher's Manual and Key*, "Direct Practice Units for Beginning Gregg Shorthand," pp. 15-17.

² Ann Brewington, "A Study of Eye Movements in Reading Gregg Shorthand," *University of Iowa. Studies in Education; Monographs in Education*, No. 12: Research Studies in Commercial Education, Vol. 5.

had the various parts of the outlines impressed upon him from the beginning; yet it is well recognized that one major impediment in shorthand writing in early and even in advanced stages is this tendency to stop at the finish of each segment of each outline. While no valid and conclusive study of this aspect of the problem has been made, in the experience of the authors, the shorthand penmanship of direct-method learners is considerably better in most cases than that of Manual-method learners as far as *fluency of writing movements* is concerned.

In keeping with the foregoing explanation of the fourth purpose of shorthand reading, the Brewington-Soutter, the Barnhart, and the Odell-Rowe-Stuart methods particularly emphasize "meaningful reading" and rapid reading rates from the very beginning.

How Fast Should They Read?

The Munkhoff method likewise emphasizes rapid initial reading rates, saying, "the reading rate on prepared material should be just as fast as the student's longhand reading rate. It is difficult to give an exact rate. Two hundred words a minute is possible. At least make the minimum one hundred and fifty words a minute."³

Reference already has been made in this series to the fact that in the Brewington-Soutter method the reading rate "should not be less than 150 words per minute"⁴ from the beginning. Constant attention, too, is paid to understanding what is being read, as has been mentioned.

In the Barnhart method, special emphasis is placed upon the quality of the reading. This is reflected to a large extent through the reading rate and through the inflection of the oral reading. This was explained by Mrs. Barnhart as follows:⁵

Speed in reading is another essential in the satisfactory conveyance of thought. Practically all adults are accustomed to understanding thought orally expressed at rates of speed well above 150 words a minute. Probably few well-educated adults are unable to grasp

simple thought spoken at speeds in excess of two hundred words a minute. Indeed, practically all persons accustomed to understanding thought orally delivered at rates above 150 words a minute find it difficult to follow the thought of speakers or readers who are expressing themselves at only fifty, seventy-five, or even a hundred words a minute. In other words, for intelligent adults and high school pupils of average intelligence, an oral reading speed in excess of one hundred words a minute is necessary for even passable and satisfactory comprehension of the thought being expressed by an oral reader.

Some teachers may ask about the quality of the reading at these rates. They may think that the reading was done without the inflections, emphasis, and pauses necessary for the accurate conveyance of the exact thought. While there are not objective methods for measuring this quality of oral reading, it is obvious that pupils reading at speeds exceeding 140 words a minute do not hesitate nor repeat. Miscalling an outline, omitting or substituting a word which interferes with getting the thought expressed in a sentence, naturally slows up the reading. Consequently the speed at which a pupil reads appeared to be a reliable indication of the quality and accuracy of his reading when checked for comprehension and good expression by the reports of those who listened.

In another place⁶ Mrs. Barnhart described the purpose of her reading procedure to establish "... to the point of automatization, associations between the sight of shorthand outlines for many words—say at least the thousand most frequently occurring root words—and the proper oral expression by the pupil of the thought indicated by these outlines."

Summary of the Analysis

As a result of the foregoing analysis of the four different purposes of shorthand reading procedures, coupled with brief illustrations of how the various methods serve them, it should be clear to the reader that there are good reasons for the bewildering array of reading procedures that are advocated by the sponsors of the various methods of teaching shorthand. The procedures are different

⁶F. S. Barnhart, "Fundamental Principles of Teaching Shorthand," *Tri-State Commercial Education Association Bulletin*, 1933, p. 18.

³K. Munkhoff, "Direct Writing Method," p. 2.

⁴Brewington-Soutter, "Direct-Method Materials for Gregg Shorthand," p. X.

⁵F. S. Barnhart, "The Reading of Shorthand," *The American Shorthand Teacher*, October, 1930, pp. 43 and 58.

because the purposes to be achieved by them are different.

These four purposes were listed as follows in a previous article of this series.⁷

1. Reading to develop an instant recall of a selected basic vocabulary of shorthand outlines.
2. Reading to learn to write shorthand.
3. Reading to learn shorthand principles.
4. Reading to develop fluent shorthand-reading habits.

There is sufficient material in print about seven of the methods to enable the writer to indicate the purposes basic to the reading procedures used in them. The following outline represents simply a summary of what has been discussed in detail previously in the articles in this series on shorthand reading procedures. It should be borne in mind by the reader that, in the outline, mention is made of only those purposes that are heavily emphasized or entirely omitted in the various methods. As has been said, in most cases other purposes than those particularly stressed are also achieved in larger or smaller degree by the various methods. For example, all the methods achieve Purpose II in some measure. This outline, therefore, simply singles out for the reader the high spots of each of the methods.

ANALYSIS OF PURPOSES OF SHORTHAND READING PROCEDURES IN SEVEN METHODS OF TEACHING

BARNHART. Emphasizes Purposes I and 4. Omits Purpose 3 entirely.

BEERS-SCOTT. Emphasizes Purpose 3 especially.

BREWINGTON-SOUTTER. Emphasizes Purposes I and 4 in the early learning for each unit studied. Emphasizes Purpose 3 in later stages of each unit.

LESLIE. Emphasizes Purpose 3 especially. Emphasizes Purpose 2 more than any other method.

MANUAL. Emphasizes Purpose 3 chiefly.

ODELL-ROWE-STUART. Emphasizes Purposes 1 and 4. Omits Purpose 3 entirely until a basic vocabulary has been automatized.

ZINMAN-STREIBIN-WEITZ. Emphasizes Purpose 3 especially.

Two facts of particular interest emerge from a study of this outline. First, apparently there is general agreement with respect to the possibilities of combining certain of the purposes into a single method. Thus, Purposes I and IV are complementary and

are stressed in three of the methods: the Barnhart, the Brewington-Soutter, and the Odell-Rowe-Stuart. In the same way, Purposes II and III can be complementary and are especially considered to be so in the Functional method.

The second fact that emerges from a study of the outline is that there is disagreement among the direct-method authors as to the possibility of combining certain of the purposes into a single method. Thus, in the Barnhart and the Odell-Rowe-Stuart methods, Purpose III is considered antagonistic to Purposes I and IV. For that reason, in both these methods shorthand outlines are considered entirely as wholes for all reading and writing activities over a protracted period of time. No mention is made in the Odell-Rowe-Stuart method of the shorthand sound alphabet until a basic vocabulary has been automatized, nor is any hint given that shorthand outlines are made up of parts or pieces during that period.

The sound alphabet and shorthand rules are never given to the student who learns by the Barnhart method.

On the other hand, the reading procedure for one method indicates that its authors do not regard Purpose III as being antagonistic to Purposes I and IV. In the Brewington-Soutter method, emphasis is shifted from Purposes I and IV in the early learning of each unit of material studied to Purpose III for the final study of each unit.

The significance of this disagreement among the direct-method authors will be considered at length in a subsequent article in this series.

The foregoing discussion of shorthand reading procedure is not intended at all to indicate which is the best procedure to be used. This matter remains to be determined. The sole aim of the discussion has been to help shorthand teachers to reach basic understandings as to the reasons for existing variations. If this has been achieved, each teacher then is in a position to determine intelligently which method he prefers, and more meaningful research studies in the field of shorthand learning can be undertaken.

The next two articles in this series deal with shorthand writing procedures.

⁷The BUSINESS EDUCATION WORLD, XVII, November, 1936, p. 175.

PUTTING THE ERRORS TO WORK

Ethel Wood

Why not classify transcription errors, thus discovering just what points in your shorthand teaching should be emphasized? Classification saves time, says Mrs. Wood

IF some ambitious research worker could find a method by which to compute the number of hours used in grading and correcting student papers, and if he could then correlate that number with the number of hours of remedial work based on such correcting, the results would probably be unbelievable.

There can be no contradiction to the statement that teachers of shorthand are just as guilty of the wasteful use of their time as teachers of any other subject.

"And yet," the argument will be raised, "errors must be corrected, pupils must be taught, grades must be given," to all of which there is only one answer: Errors must be corrected, pupils must be taught, grades must be given. The important objective, however—in fact, the only legitimate reason for our teaching—is that the pupils learn. Too often they learn very little as a result of our frantic efforts to grade them. Too often, in fact, we are prone to lose sight almost entirely of student learning in our determination to grade fairly.

To take a specific case, let us consider the transcript. It takes more time to grade a transcript than it does to dictate the material transcribed. The teacher conscientiously corrects and grades her twenty-five or thirty transcripts, finds herself a bit disheartened because they show so many errors, and is inclined to feel that teaching shorthand is a long and thorny journey. Ordinarily, the student looks over his carefully examined paper with its splotches of red and throws it into the wastebasket, shrugging his shoulders and wishing, of course, that he had done better. But *that* transcript is past history.

If, however, these errors were classified, many things might appear. The entire class

may be going down on one misunderstood rule of punctuation; the class as a whole may have misunderstood some sections of the dictation, indicating poor enunciation on the part of the dictator; some point of the presentation may be at fault.

It takes courage to diagnose our own shortcomings and the weaknesses of our work. It takes time—of which we all have too little. It takes an alert mind—too many of us, whether we acknowledge it or not, are lazy-minded. But ten or fifteen minutes of special teaching based on the errors found in a transcript would clear up perhaps 50 per cent of the difficulties brought out by the analysis. In the case of misunderstood dictation, no extra time would be necessary—only a more careful enunciation or voice modulation.

A Diagnosis Chart

For quick diagnosis, a chart similar to the one shown below can easily be worked out. The same chart can be used for the class as for the individual student. The extra time spent in filling out these charts will be more than offset by the time saved subsequently in merely circling errors with red ink.

TRANSCRIPTION ERROR CLASSIFICATION

SHORTHAND:

1. Shorthand notes incorrect.
2. Shorthand notes correct, but misread.
3. Shorthand notes omitted—one error for each word omitted.

GRAMMAR:

4. Punctuation—only punctuation definitely incorrect is to be counted.
5. Sentence structure—incomplete sentence, verb-subject agreement, case forms, etc.

SPELLING:

6. Actual misspelling.
7. Inaccurate proofreading.

Ethel Wood teaches secretarial training at the State College of Washington, Pullman. Her two degrees are from that institution. She is the author of various magazine articles, co-author of a book, and producer, with Eleanor Skimin, of a motion picture on the teaching of typing. Hobbies: camping and fishing.



VOCABULARY:

8. Substitutions of incorrect word—*illusion* for *allusion*, *respectfully* for *respectively*, *sight* for *site*, etc.

MISCELLANEOUS:

9. Those errors which do not readily fall in any of the above groups.

These groupings can, of course, be modified to suit individual students' needs as they become apparent.

Instead of deploring the fact that Mary Jane somehow is failing to be a credit to her teacher, take her transcripts for a week, classify her errors on such a chart, and become more diligent with the red ink. This diagnosis may show that Mary Jane habitually misreads her shorthand, that she is habitually inaccurate in her proofreading, that she substitutes incorrect words. Thus the time spent in correcting Mary Jane's papers is put to some purpose, and there is a definite hope that Mary Jane, knowing exactly where to concentrate in her study, will

profit by the few minutes' extra time that was necessary to classify her mistakes.

A short time ago, classification was made of transcription errors found in the transcripts of students in a number of high schools in the Pacific Northwest. Summaries of a few of the reports sent in for this investigation show how such analyses can be of definite value in improving teaching methods in transcription.

The error sheet for School A, given in detail for four students, is shown in Table I. If this chart were used for diagnosing the errors of one student, the dates of the various transcripts would be shown where students' names now appear.

An examination of this table shows that practically two-thirds of the errors were due to faulty shorthand. One-half of these were omissions of words, indicating probably a too rapid rate of dictation for the capacity of the students. The remedy might be one of several things: slower dictation, greater stress on fluent punctuation, or a firmer grasp of shorthand theory.

Further examination of these figures shows that 13 per cent of the remaining errors were in punctuation. Cause: poor English preparation. Obvious remedy: greater cooperation with the English department.

It can easily be seen also that Mary's errors are of an entirely different nature from those made by either Alice or Joe, indicating clearly the kind of individual instruction required.

The report for School B, shown in Table II, shows an entirely different condition.

TABLE I
ERROR CHART, SCHOOL A

| Students | Shorthand | | | Grammar | | Spelling | | Vocab- ulary | Miscel- laneous | Total Errors |
|---------------------|-----------|-----|------|---------|-----|----------|-----|-----------------|--------------------|-----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Mary..... | 23 | 10 | 91 | 36 | 3 | 14 | 1 | 1 | 48 | 227 |
| Alice..... | 89 | 51 | 56 | 51 | 9 | 41 | 1 | 1 | 40 | 347 |
| Joe..... | 110 | 25 | 109 | 21 | 3 | 6 | 2 | 2 | 8 | 286 |
| Ruth..... | 53 | 7 | 74 | 25 | 6 | 18 | 5 | 3 | 7 | 198 |
| Total Errors..... | 275 | 93 | 330 | 133 | 21 | 79 | 14 | 10 | 103 | 1,058 |
| Percentage of Total | 25.9 | 8.8 | 31.2 | 12.6 | 1.9 | 7.5 | 1.3 | 1.0 | 9.7 | 99.98 |

TABLE II
ERROR CHART, SCHOOL B

| Kind of Errors | Number of Errors | Percentage of Total |
|-------------------------------|------------------|---------------------|
| SHORTHAND: | | |
| 1. Incorrect Notes | 141 | 18.2 |
| 2. Misread Notes | 54 | 7.1 |
| 3. Notes Omitted | 35 | 4.5 |
| GRAMMAR: | | |
| 4. Punctuation | 301 | 39.4 |
| 5. Sentence Structure | | |
| SPELLING: | | |
| 6. Misspelling | 71 | 9.2 |
| 7. Inaccurate Proofreading .. | | |
| VOCABULARY: | | |
| MISCELLANEOUS: | | |
| | 162 | 2.12 |
| TOTAL ERRORS: | 764 | 99.6 |

Here the teaching emphasis needs to be put on punctuation and on miscellaneous errors. A new chart breaking down these divisions further would be of value.

And so it goes: each school, each class, each pupil, presents a different problem. It is not enough to correct errors and trust to some outside agency for the necessary improvement.

Such pointing out of mistakes is not enough. After these mistakes have been discovered, they must be put to work. They must be sorted, classified, analyzed. Causes for them can be found and removed. Gradually, group by group, they can be eliminated, with consequent gain in skill.

"Through understanding and mastery of your faults shall you grow in power."

NEW ENGLAND TEACHERS MEET

• THE NEW ENGLAND HIGH SCHOOL COMMERCIAL Teachers Association held its thirty-fourth annual convention November 21 at the Harvard Business School, Boston. Paul M. Boynton, of Bridgeport, Connecticut, president of the association, presided. The sectional chairmen were Eliot R. Duncan, Danvers, Massachusetts; Mildred J. O'Leary, Swampscott, Massachusetts; and Frank C. Phillips, Medford, Massachusetts.

The following new officers were elected for the ensuing year:

New Officers

President: Eliot R. Duncan, High School, Danvers, Massachusetts.

First Vice President: Mildred J. O'Leary, High School, Swampscott, Massachusetts.

Secretary: William O. Holden, High School, Pawtucket, Rhode Island.

Treasurer: W. Ray Burke, High School, Arlington, Massachusetts.



NEW OFFICERS OF THE NEW ENGLAND HIGH SCHOOL COMMERCIAL TEACHERS ASSOCIATION

Left to right: ELIOT R. DUNCAN, PRESIDENT; WILLIAM O. HOLDEN, SECRETARY; W. RAY BURKE, TREASURER; MILDRED J. O'LEARY, FIRST VICE PRESIDENT; PAUL M. BOYNTON, RETIRING PRESIDENT

SHORTHAND TEACHERS' MEDAL TEST

Florence Elaine Ulrich

New Year's Resolution No. 1: To qualify for the Gold Medal in the second Gregg Writer teachers' medal test for 1936-1937, proving to yourself and to your students that you can write shorthand beautifully as well as teach it

IN announcing this test for teachers, we should like to make a few suggestions, with the thought that we may help those teachers who are anxious to qualify for the medal this year.

Our first suggestion: Will teachers please send a photograph of a blackboard specimen of their notes as well as the pen-written specimen? Blackboard notes often show greater smoothness and fluency than pen-written notes, with relatively better formation of outlines, especially if most of the teacher's writing is done on the board. Our second suggestion is that teachers follow a systematic procedure of practice, with these aims:

1. To develop fluency and smoothness in writing the test.
2. To correct basic faults in formation.
3. To recognize and correct, as far as possible, individual idiosyncrasias of style through frequent analysis of writing.

A certain pessimist recently was seen to shake his head dolefully and exclaim, "We cannot expect to have many good specimens in these Medal Tests any more—the good writers have all received their medals."

We challenged that statement for you! We wouldn't believe and we still do not believe that only a few hundred of the twelve thousand shorthand teachers in the country can write the professional style of shorthand required for winning one of the medals. Now it is up to you teachers to prove that we are right! After all, no more is required than a practical, professional writing style for teachers. Shorthand writing skill is a basic requirement of the professional teacher of future shorthand writers.

A student in a teacher-training institution has not really learned to write shorthand sufficiently well to be able to train stenographers until he has the medal style. More and more teacher-training institutions are

using the Medal Test to measure the writing skill of student-teachers. The medal, together with the diploma or degree, attests to your having the necessary skill yourself for the successful teaching of stenography, which is the quality that school men are interested in finding.

The several thousand teachers who train students for O. G. A. awards (and do a good job of it) each year must themselves be pretty good writers—it is next to impossible to teach the basic requirements of a good style without being able to demonstrate to a fair degree—and therefore should be able to write a medal-winning style. Won't you try your hand at the test this month? There is no fee, and the beautiful lavalliere or watch-charm medal is worth striving for.

Of course, winning the medal does mean a little work, but teachers are used to that. It means a little serious study and analysis of one's own style, but with all the experience most of you have had in criticizing students' O. G. A. specimens, this should not be difficult. It may mean the correction of some fault of writing that you do not realize exists in your style, but you will be glad to discover and correct that.

Increasing stress is being put on the ability of the teacher to write shorthand in order to meet teaching requirements. The foreman who is little better than the workman he is teaching will not inspire his pupil to any great efficiency. If the workman later finds himself in the position of teaching another workman, the result will be even less satisfactory, and so on *ad infinitum*.

This holds for shorthand writing, too. It simply is not enough for the teacher to be able to tell the students how an outline should be written. The seriousness and dignity of the study of shorthand will be greatly increased in the eyes of the students if the

teacher has earned a medal, and they will match their own application to the cultivation of skill with that of the teacher.

Scores of medal tests on our desk at this moment will not qualify because of lack of fluency in the writing. Other scores must necessarily be failed because of faulty construction of outlines—the habitual dropping down of *l* in *resolves*, *realize*, *crystallize*, *lives*, etc.

Smoothness or fluency in writing is simply a matter of sufficient practice. Anyone who can write fluent longhand can write fluent shorthand. To correct the fault of dropping *r* and *l* down at the end, it is only necessary to recognize it and stop doing it!

Proportion need not be emphasized here because a teacher who knows the importance of maintaining correct proportion should not himself fall into the habit of imperfect writing in this respect.

Slant may vary according to the style of the writer. A writer of a perpendicular style of longhand may find this same quality in his shorthand style. Practice from dictation in writing shorthand at fairly high speeds will soon correct the fault and help establish a settled "pacing" slant. Just as you cannot run with any speed by keeping your backbone rigid, so you cannot write with any degree of facility if your notes are stiff and perpendicular. The bending of the body, and of the shorthand style, must be modified to meet the existing needs of speed.

So much for the practical requirements of the Medal Test—the right style necessary to successful teaching.

The second Medal Test is presented this month and will be good until February 28. If you did not read about the awards in the medal test, see the October *BUSINESS EDUCATION WORLD* (page 120) for details.

"Every shorthand teacher a gold medalist" is our slogan for the year 1937.



O. G. A. MEDAL.
LAVALLIERE STYLE

JANUARY, 1937

Teachers' Medal Test Copy

THE SECRET OF DOING MUCH

The mind of almost any person has sufficient capacity to get through an enormous amount of work without becoming worn out; but all the energy of the mind must be employed in the work. No part of it can be used in carrying around unnecessary burdens.

The average man thinks over what he has to do during the coming week, then gets all worked up wondering how he will manage it all. He continues to think about it until his mind feels as if it were carrying around a weight of several tons.

The most brilliant and biggest minds in the world are invariably free from the habit of carrying burdens. That is why they are big and brilliant. They use their energies for work and growth and not for tossing mental baggage backward and forward all day long.

—Business Inspirations, by Larson.

No fee is required for entry; you simply write the medal test copy in your best style of shorthand and submit it to the *Gregg Writer*, Arts & Credentials Dept., 270 Madison Ave., New York City, stating what, if any, awards in shorthand writing you have already received.

A B.E.W. Scoop

• AN UP-TO-DATE LIST OF motion-picture films for use in teaching business subjects has been compiled by Lawrence Van Horn, of the Dover, New Jersey, High School, and will appear with an accompanying article by him on the subject of visual commercial education in the February and March issues of the *B.E.W.*

Camera Contest Results

• THE FIRST prize-winning pictures in the *B.E.W.* Camera Contest will appear in the February issue. The contest closed December 31, and as we go to press several hundred entries have been received.

TYPING MASTERY DRILLS

A Continuing Series

Harold J. Jones

LETTER S

DRILL 1—sa sb sc sd se sf sg sh si sj sk sl sm sn so sp
sq sr ss st su sv sw sx sy sz

DRILL 2—sachet sb scamp sd serpent sf sg shade sift sj
skate slack smudge snap society spark squabble sr ss
stab subject sv swallow sx sy sz

DRILL 3—shake arid sank, sang bend sabbeth, sham cruel
scull, shape dam misdeed, soggy easy send, sick free
misfit, side grow misgive, shy heave shove, step
insect sip, start junior misjump, stood kiss skim,
stiff lemon slim, stove muss smooth, scale nurse
snail, school opera song, scheme pique sponge, scam
quite squat, scat rat misread, sedate sill fussy, self
tat star, sept undo sudden, set vain seven, sewer was
sweet, sick xebec sixteen, share yard sycamore, site
zone sizzle

DRILL 4—wad wax ade add and sad sand some sax saw dad
dow dove wade axe dew archer draw wool xenon sting
ardent drove wreck xylem straw arboret dumb wring
xyster stratum whang strait whisk storax

LETTER T

DRILL 1—ta tb tc td te tf tg th ti tj tk tl tm tn to tp
tq tr ts tt tu tv tw tx ty tz

DRILL 2—tact tb tch td tease tf tg the tie tjanting tk
tlaco tmesie tn top tp tq tray tsuba tt tub tv twine
tx tying tzarina

DRILL 3—tomb arab tab, turn bush tuba, till came tick,
tax dew ted, tea even teak, tap fan taffy, taut grass
tag, tar hurl thud, term infant tidy, tardy judge
tajo, tack keep take, tedder lore telephone, talk mint
tamper, team nail ten, thee omen tool, tired pet tip,
thin quite quit, tier roost trum, tiger stamp tish,
tire tart pretty, truant under turf, trip vine
trivial, tom wind twig, tell xenthin tex, tung youth
tyrian, tory zero tzar

DRILL 4—tug 5 tat 5 rope rat 5 ring rut gray grey green
yard yacht yokel grind timber gross tiller grazier
tight gown 5 tiger 5 tigress tighten time

THE UNIT METHOD IN BUSINESS LAW

Harvey A. Andruss

This is the last of three articles on the teaching of business law.

A series of new-type law tests, prepared by the same author, will start next month

THE time and place for using the various devices in teaching and testing business law can be best illustrated if these services are outlined in relation to the unit on contracts.

The time given to the study of contracts is longer than that given to any other topic in business law. This is as it should be. It is the core of the course and should be taught with great care, because the remainder of the course is devoted to a study of various kinds of contracts made to meet different business situations.

In other commercial subjects, we have similar important units of instruction. The cycle of journalizing, posting, taking a trial balance, making financial statements, and closing the books is a fundamental first unit in bookkeeping. The business letter integrates typewriting, shorthand, business English, and office practice. In business arithmetic, the principles of percentage are learned and then applied to interest, discount, marking goods, insurance, taxation, etc. These core units form the major point of emphasis in their respective subjects, as does the unit of contracts in business law. If a sound basis of fundamentals is laid, advanced work will be successful.

The time devoted to contracts varies from four to eight weeks, depending on the number of meetings per week, the length of the class period, the length of the course, and other elements of local significance.

Six weeks is the usual time spent if the class meets five times a week for at least forty-minute periods. Some teachers prefer to spend enough time on contracts to insure a firm foundation of learning regardless of whether the units on partnerships, corporations, or real estate are studied later.

If six weeks (five periods a week, fifty minutes each) are spent on contracts, the

division of time between teaching and testing in studying the formation of contracts is as follows.

The numerals denote teaching periods.

Offers and Acceptance, 3; Consideration, 3; Competent Parties, 2; Reality of Assent, 2; Legality of Subject Matter, 3; Formality (including Statute of Frauds), 2; Operation and Interpretation, 1; Discharge or Termination of Contracts, 4.

One testing period should be devoted to each subject, two-fifths of the period being devoted to writing and three-fifths to remedial teaching. One whole period should be given to the final achievement test on contracts.

The teaching time, twenty meetings, is spent in lectures, recitations, questions and answers, or other ways according to the procedure used by the individual teacher.

The remedial period of testing affords an opportunity for doing many things. Students may be allowed to exchange papers for scoring. After tests have been exchanged, the teacher reads the answers and the scores are accumulated by the students.

After the scored paper is returned to the student who wrote it, a show of hands will establish the evident weaknesses of students in the particular test. Careful explanation by the teacher while the questions and cases are still fresh in the minds of the students will remedy shortcomings before the final achievement examination is given. The teacher may wish to examine these papers and verify the student scoring to assure accuracy.

This type of remedial teaching is possible through the use of the true-false-correction and case problem-point tests.

The tests after teaching the first eight units will be about twenty minutes long, while the final achievement test will last for forty or fifty minutes, in order to cover the whole unit of contracts. If the achievement result is not satisfactory, a second achievement test should be given after remedial teaching has

taken place. This should be repeated until a sound foundation in contracts is assured.

If for any reason it is desirable to teach this unit in less than six weeks, the sub-units on offer and acceptance, consideration, legality of subject matter, formality, and discharge of contracts may be taught in two meetings each.

It is the belief of the writer that the true-false-correction and case problem-point tests will discover specific weaknesses for remedial teaching and measure achievement in business law more effectively than any other existing objective forms of evaluation.

Civil Service Failures

• FROM THE *New York Sun* we learn that three out of four of the first-grade municipal clerks who took examinations this winter for a promotion to the second grade in the city's civil service failed. This percentage of failures is a little higher than last year, when two out of every three failed, according to

James E. Finegan, president of the Municipal City Service Commission.

Mr. Finegan, commenting on the high percentage of failures, said:

Clerks who, in hard times, have been working for assured city pay have only themselves to blame if they don't know that a check is not endorsed across the face; that the post office does not call for parcel post packages; that "topical" does not refer to computing machines but to filing systems.

Nor is a clerk needed in upper ranks, no matter how useful in Grade 1, who cannot read a simple statistical chart comparing the work of four offices; who cannot figure a realty tax from the assessment and the tax rate; who cannot find the average papers filed by 314 clerks who filed 6,594 papers in ten minutes; who can't tell if *absolutely*, *aparent*, *baloon*, *seperate*, *equivelent*, *knowledge*, *usefull* are incorrect; or who cannot write two pages about his own department legibly and creditably.

• ANOTHER MEDAL TEST for shorthand teachers is announced by the *Gregg Writer Credentials Department* on page 368. The results of the first test will be published in the February issue of the *BUSINESS EDUCATION WORLD*.

Just Published—

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WATCHING INDUSTRY IN ACTION

Stanley Pugh, LL.D.

Why not let your students of economics or geography see and hear industry in action? Here is a workable outline for a field trip to an industrial plant

FIELD trips are conducted, of course, to give the students first-hand knowledge of the principles and processes of various industries. If field trips are properly conducted, they have an important bearing on the students' understanding of labor problems, for the students have an opportunity to see labor conditions at first hand.

As the first step in the preparation for the field study of local industry, it is wise to assemble the class so the teacher can explain the purpose of the trip.

Very likely you can obtain the cooperation of the secretary of your Chamber of Commerce. It is best to take your students to the Chamber of Commerce and let the secretary address them in the surroundings of a business office. He will be able to give them authentic information on the history of the development of local industry.

If the field trips are to be made on more than one day, it is usually wise to build suspense by keeping the daily itineraries secret from the students until the time for starting each trip.

It is vitally important to keep all the students together and to maintain strict discipline. Otherwise, it will probably be hard in the future to obtain the cooperation of local manufacturers. Because students may frequently run into certain dangers with machinery and equipment, they should be warned against meddling and should be instructed to follow their guides closely.

Many of the larger factories have trained guides to conduct inspection tours. These guides are always willing to answer questions. Students should be required to keep notebooks and jot down information as they make the tours.

An unorganized inspection trip does little to encourage learning. Students should be given to understand that they will be held responsible for information that they are expected to obtain as a result of their trip. One of the most effective means of helping the students to organize the information they glean from a trip is to provide them with detailed outlines. The outline should be discussed before the trip, and each student should be given a copy. The students should be notified that they are to write a report after the trip. Here is a suggested outline for a field trip.

Outline for a Field Study

1. Organization:
 - (a) Name of company.
 - (b) Origin and date.
 - (c) Officers.
 - (d) Total number of employees.
 - (e) Main or branch plant.
2. Location:
 - (a) Street.
 - (b) Relation to car lines, railroad.
3. The Plant:
 - (a) The buildings:
Arrangement for shipping and receiving, storage, handling of products; natural light; the power plant.
 - (b) Use of land:
For storage, transportation, future expansion, disposal of waste (cinders, slag, gases, smoke).
 - (c) History:
 - (1) First building still used?
 - (2) Difference between old and new buildings.
 - (3) Original location of plant.
4. Raw Material and Power (accept samples offered):
 - (a) Names.
 - (b) Sources.
 - (c) Amounts used daily and annually.
 - (d) Transportation lines used.
 - (e) Does this industry do assembling or use primary raw materials?

Dr. Pugh is head of the Department of Business Administration, East Texas State Teachers College, Commerce, Texas. He is also in charge of the graduate courses in business administration.

(f) Has the supply of raw materials increased or decreased in the history of this plant?

(g) Could the plant be moved advantageously to a place nearer the raw materials? Why does this industry remain in the city in which it is located?

(h) Power:

(1) Amount? (Number of cars of coal used daily.)

(2) Is availability of power a factor in determining the location of the industry?

5. Manufactured Products:

(a) Is the product an article or a service?

(b) Names of articles, special trade-mark products.

(c) Total daily and annual production in money or quantity.

(d) Slack times and their causes.

(e) Markets (from shipping labels):

(1) Large or small?

(2) Temporary or permanent?

(3) Expanding or decreasing?

(4) Domestic (Learn from a label the exact destination of a shipment).

(5) Foreign (Obtain an exact statement of a foreign shipment).

6. Processes:

(a) The raw material to the finished product. A simple outline of the most important product in the process through the entire plant. Steps in the process and how the different departments are organized. The work of each department; the machinery and tools used; the power, skill, and education required. The number of pieces completed by individuals a day. The methods of inspection and supervision. Labor by the piece, by the day, or is production rated?

(b) Where have you seen this product used, advertised, pictured, or sold?

7. Labor:

(a) Type of labor required: skilled, cheap, etc.

(b) Are the operations standardized?

(c) Cite the use of machinery as replacing:

(1) The skilled labor;

(2) The unskilled labor.

(d) Number of people employed: men, women, boys. Why are certain types employed in this industry?

(e) Training required in different departments.
(1) Cite the examples of skill required of some workers.

(2) Is ability to speak English required?

(f) Are most of the employees of one nationality? If so, why?

(g) Pay and production:

(1) Upon what does the wage depend?

(2) Should it depend upon production?

(3) Is it easy to determine the production

of each worker in this industry? (4) Is the pay by the hour, day, month, or piece?

(5) What are the chances for advancement?

(h) Employment and educational department:

(1) Work of the medical department.

(2) Do employees own stock?

(3) How are the employees trained?

8. Organization and economic factors:

(a) Are there other industries like this in the city? (1) Is the group concentrated or scattered? Explain. (2) What relation has this plant to the entire group?

(b) Why is this industry located in its particular place in the city?

(c) How do the following factors influence the location of this industry:

(1) Source of material.

(2) Labor supply.

(3) Power.

(4) Markets.

(5) Transportation. (Name all the railroad and car lines used.)

(6) Cost of land; available space.

(7) Climate. (Give the facts.)

(8) Other factors.

(d) What factors have been more important in the growth of this industry—geographic influences or human factors? (Cite facts.)

(e) From what conditions has this industry developed?

(1) Is it a typical factory system?

(2) Which is the most important factor in this plant, machinery or skilled workers?

(f) Can you estimate the number of persons employed in this group in the city? In the county?

(g) Do the workers live near the plant?

(h) How has this group of industries affected the nearby life of this community?

GENERAL SUGGESTIONS TO STUDENTS

1. Take pictures if possible.

2. Draw diagrams, plans, and rapid sketches when you can.

3. Before you enter an industrial plant, emphasize in your actions that you believe in Safety First.

4. Use a notebook in the field and record your impressions clearly.

5. In the organization of your final notes, make them brief and clear. Follow the headings in the outline closely. Use plenty of common sense.

6. Use white paper, 8½" by 11", and typewrite your report on one side of the paper.

7. All souvenirs, advertising, circulars, etc., should be arranged in an envelope to accompany the notes. Photographs that clearly illustrate the topics under discussion should be placed with the notes, but other material should be excluded. Include only pertinent pictures.

CASE STUDIES IN BUSINESS ENGLISH

E. Lillian Hutchinson

Let's give our future stenographers a sharp-focus picture of the use of apostrophes! Miss Hutchinson gives us the benefit of her wide editorial experience

THOSE APOSTROPHES!

IF it were not so serious a matter to future stenographers, the mistakes that students make in using or in not using the apostrophe in their transcripts would be extremely funny. As it is, it is a humorless teacher, indeed, who can't smile over *you're's* (for *yours*), *perhaps's*, and *extra's*, which were some of the mix-ups that were noted in reading the letters submitted in the Frailey letter contest.

As the familiar "boner" proves, many of the blunders that students make, not only in English classes, but in history, mathematics, economics, are due all too often to half-learned rules and half-understood explanations. Instead of a sharp-focus picture, the student has a diffused-lens view of the situation. This accounts for most of the *affect-effect* and *Columbia-Colombia* confusions, for example.

Where the S Comes in

The confusion in the use of the apostrophe in forming the possessive case is a three-ringed circus affair—the student knows that *s* is used to form most plurals; he knows that *s* and an apostrophe are used in some way to form possessives; he knows that some singular nouns end in *s*. All these facts mill around in his mind when he comes to transcribe.

It is not necessary here, of course, to review the rules for forming the possessive case, but one corollary may be stated and a new slant outlined for presenting rules to transcribing students.

As a hint (the corollary), tell students that any noun followed immediately by another noun is more than likely to be in the possessive case. An understanding of this would have prevented such errors as the following:

our countries best men, your neighbors comments,
our dealers families.

Now try presenting the rules for possessives this way.

1. Stop and think how the noun that is doing the possessing is spelled. Four types are:

- a. A singular noun: *company*.
- b. A singular noun ending in *s*: *princess*, *boss*, *Jones*; or a sound of *s*: *Max*.
- c. A plural noun ending in *s*: *companies*, *boys*.
- d. An irregular plural noun: *men*.

2. Now to each of these nouns add the sign of the possessive, the apostrophe. Result:

company's, *princess's*, *boss's*, *Jones's*, *Max's*, *companies's*, *boys's*, *men's*

3. Next, to the nouns that do *not* end in *s* or an *s* sound, add *s*; thus: *company's*, *men's*.

To those that *do* end in *s* or an *s* sound, add an *s* after the apostrophe if there is a new syllable in the pronunciation; thus *boss's*, *Jones's*, *Max's*. But do nothing if the pronunciation is unchanged; thus: *companies's*, *princess's*, *boys's*.

Rule 3 occupies a middle ground between two opposing theories for forming the possessive of *s*-ending *singular* nouns. The older school added only the apostrophe, the modernists advocate adding '*s*'. The distinction here made seems the logical one. However, it would probably be advisable, after presenting this basic rule, to tell students that variations are acceptable. It will be most annoying to the future "boss" to be told, "In our school we were taught . . . etc.," if he happens to prefer the other form.

It is suggested also that the teacher hammer away on Rule 1, impressing the students that the possessive is added to the *root* noun. This will help to correct the error they so often make of going back into *s*-ending words when inserting the apostrophe, as *Burn's*, *New York Time's*.

Possessives of Inanimate Objects

Most grammars lay stress on the incorrectness of using *'s* instead of *of* in forming the possessive case of inanimate objects, except in certain idioms. This is one case where the exception is more important than the rule, for the stenographer has no choice but to transcribe what is dictated. If the dictator says "the book's cover" and "the report's conclusions," more often than not he will resent having these transcribed as "the cover of the book" and "the conclusions of the report."

But the exception to the rule that the possessive is correct in idioms expressing time, measure, and value covers expressions that are used constantly in business letters. Better understanding and more drill on these common possessives would have prevented the following mistakes:

| <i>Incorrect</i> | <i>Correct</i> |
|-------------------|--------------------|
| a days work | a day's work |
| two years record | two years' record |
| a dollars worth | a dollar's worth |
| two months notice | two months' notice |
| the laws delay | the law's delay |
| the worlds work | the world's work |
| three days grace | three days' grace |

Possessive Pronouns

Although it is preferable, of course, to give students a reason for all rules, there are some statements that they must accept categorically—just "because." One of these is the spelling of the possessive case of personal pronouns. The apostrophe is never used with these, just because it never is. Some students, it seems, have not learned this, and write: *her's, hers', your's, yours', our's, ours', it's, its', their's, theirs', his', his's, who'se*.

Possessive adjectives, however, do require the *'s* termination:

| | |
|----------|-----------------|
| one's | someone's |
| other's | somebody's |
| others' | somebody else's |
| either's | |

Contractions

The second great use of the apostrophe, of course, is in forming contractions. As business letters, despite the trend toward informality and the personal touch, are written rather

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than spoken, only the simplest and most common—*don't, we'll, haven't*, etc.—are ordinarily encountered. The *'twere, e'er* and *'neath* of poetical usage and the *mornin'* and *'n'* of dialect are never used.

(Right here may we pause to extend our compliments to the typist—not to forget the proofreader—who had to struggle with the negro dialect that is scattered through the thousand pages of "Gone with the Wind." That, indeed, was a task!)

Typists make three types of errors in writing contractions:

1. Placing the apostrophe elsewhere in the word than where the letter is omitted. For example:

| | |
|----------|-------|
| does'nt | ll'l |
| they'r'e | t'is |
| has'nt | de'pt |

2. Like Bernard Shaw, omitting the apostrophe altogether, as:

| | |
|------|---|
| dont | } Point out the confusion here with other words spelled the same way. |
| cant | |
| wont | |

3. Using both the period and the apostrophe in contractions used instead of abbreviations:

M'f'g. ass't. sec'y.

Note in case your students should ever be so unfortunate as to obtain positions in offices in which simplified spelling is used: The forms *tho*, *thru*, and *thoro* do not require apostrophes.

Plurals of Words Used as Words

Students often do not understand the rule for using 's in the plural of "words spoken of as words," and often form regular plurals in this way, as in the *extra's* quoted in the opening paragraph of this article. Only if the word is uncommon, likely to be read into the text incorrectly, or if special emphasis is desired is it necessary to use this convention. Here are some incorrect cases:

the Jones's (for Joneses)
up's and down's (for ups and downs)

Other Uses of the Possessive

We have selected for this study only the most frequent violations of correct usage of

the apostrophe. The teacher of transcription will have many occasions to offer remedial drill on the compound possessive nouns, nouns denoting joint possession, the possessive with the gerund, possessives followed by noun phrases, the omission of the apostrophe in names of organizations. He should ever impress on his students that the correct use of the apostrophe is one of the marks of an accurate transcriber.



• SAYINGS OF Chief Joseph, hereditary chief of the Nez Perce Indians, born in eastern Oregon about 1840, hero of a remarkable Indian war and a perfect specimen of the best type of Red Man:

"Look twice at a two-faced man."

"Cursed be the hand that scalps the reputation of the dead."

"Big name often stands on small legs."

"Finest fur may cover toughest meat."

"The eye tells what the tongue would hide."



THE MODERN WAY OF TEACHING TYPEWRITING

MISS HELEN REYNOLDS INSTRUCTING HER SUMMER-SESSION DEMONSTRATION CLASS IN BEGINNING TYPING,
AT NEW YORK UNIVERSITY

AN ARITHMETIC MASTERY TEST

R. Robert Rosenberg

Ferris High School, Jersey City, New Jersey

THERE is no subject in the commercial course of the secondary school that needs more attention than business arithmetic. Neither general mathematics nor algebra gives to commercial students the training necessary for satisfactory work in related business subjects or for vocational efficiency.

The following forty examples and problems provide an objective measure to be used in determining the students' comprehension and proficiency in business arithmetic. Ability to perform accurately and in the required time the operations required in this test may be considered indicative of mastery in the fundamental and basic skills and processes in the subject.

The correct answers are shown in brackets.

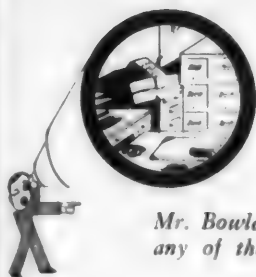
Time—60 minutes.

Weight—2 credits each

1. The sum of $28\frac{1}{2} + 46\frac{1}{2} + 85\frac{1}{2} + 17\frac{1}{2}$ is [179].
2. How much added to $86\frac{1}{2}$ will equal $93\frac{1}{2}$? [$7\frac{1}{2}$].
3. The number that is 30% more than 80 is [104].
4. 45 is $\frac{1}{2}$ more than [24].
5. 64 is [$33\frac{1}{3}$] % more than 48.
6. 150% of 78 is [117].
7. The number that is $37\frac{1}{2}\%$ less than 72 is [45].
8. 18 is [200] % of 9.
9. $6\frac{1}{2}\%$ of [195] = 13.
10. [81] is 125% more than 36.
11. $86\frac{1}{2}\%$ expressed as a common fraction is [$\frac{17}{20}$].
12. $\frac{1}{2}$ is the same as [$68\frac{1}{2}$] %.
13. A trade discount series of 25% , 20% , and 5% is [$7\frac{1}{2}\%$] less than one of 50% .
14. $25\% + .16 + \frac{1}{2} + .1875 = [1.52\frac{1}{4} \text{ or } 1\frac{11}{20}]$.
15. \$45 is due on a bill from which 10% was deducted for prompt payment. The total amount of the bill was \$ [50].
16. The product of $24\frac{1}{2} \times 36\frac{1}{2}$ is $\frac{1}{2}$ of [1813].
17. Seven times the quotient of $162\frac{1}{2}$ divided by 12.5 is [91].
18. A 6% cash discount on a \$432 bill amounts to \$ [25.92].
19. The difference between \$80, less 20% , and \$76, less 25% , is \$ [7].
20. A discount series of 25% and $33\frac{1}{3}\%$ is the same as a single discount of [50] %.
21. The net price of goods listed at \$72, less 25% and $16\frac{2}{3}\%$, is \$ [45].
22. A profit of 25% of the cost is made by selling an article for \$72. The cost is \$ [57.60].
23. A smoking stand costing \$3.75 is sold for \$6.25. The profit is [$66\frac{2}{3}$] % of the cost.
24. By selling a hat for \$3.90, a dealer is gaining 25% of the cost. The cost price is \$ [3.12].
25. At what price should an arithmetic book that cost 96 cents sell so as to gain 25% of the selling price? \$ [1.28].
26. The net income must amount to \$[471.25] in order to clear $6\frac{1}{2}\%$ on an investment of \$7,250.
27. \$ [6.11] interest is due on a \$500 5% bond for 88 days.
28. The interest on \$765.90 for 138 days at $7\frac{1}{2}\%$ = \$ [20.55].
29. An article cost \$48 after discounts of 25% and 20% were deducted from the list price. The list price was \$ [80].
30. By taking a 5% discount on a bill of goods, a merchant saved \$86.42. The face of the bill before the discount was taken was \$ [1,728.40].
31. \$ [5] interest would be received for 3 months on a \$500 government note at 4% .
32. The difference between the accurate interest and the ordinary interest on \$580 for 165 days at 6% is [22 cents].
33. A man deposits \$400 in the bank. He receives \$ [32.64] interest at the end of 2 years at 4% if the interest is compounded annually.
34. \$ [847] is due at maturity on a 60-day, \$840, 5% note.
35. $\frac{1}{4}\%$ of a ton is [1,237] pounds less than $\frac{1}{2}$ of a ton.
36. The lowest price at which a library table listed at \$50, less 20% and 10% , terms 5/10, n/30, can be purchased is \$ [34.20].
37. A house valued at \$24,000 rents for \$180 a month. If the tax rate is \$42.70 per \$1,000, the net annual income is \$ [1,135.20].
38. A loss of 20% of the cost is incurred when a radio is sold for \$36. The cost price was \$ [45].
39. A note for \$180 was discounted 49 days before maturity at 6% . The proceeds amounted to \$ [178.53].
40. Due to inflation, the price of an article increased 25% . If the new price is \$42.80, the original price was \$ [34.24].

OUR FAVORITE ARITHMETIC PROBLEM FOR 1937

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n the Lookout

Archibald Alan Bowle

Mr. Bowle will be glad to give you further information about any of the devices, publications, or equipment described here

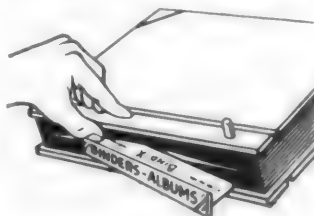
21 Scuff-proof, waterproof, washable zipper cases, bags, wallets, and notebook covers, low priced and durable, are included in the Cert-O-Flex line distributed by Owen Rubber Products, of Akron. They're available in black or brown, in various sizes.

22 "Eye appeal has become an important factor in office-machine sales," says an editorial in *The Office*, magazine of office equipment (formerly *Office Economics*), and goes on to show that the trend in office equipment has taken a decided turn toward pleasing appearance. This pocket-size publication is full of interesting information.

23 The Burgess sound-absorbing typewriter pad looks neat and does its work well. If you use it under your typewriter at home, the neighbors will think highly of you, for it "substantially reduces the sound of typewriter keys by allowing the sound waves to trickle through and be absorbed," according to the manufacturers, Shipman-Ward Manufacturing Company, Chicago. The pad is made of special felt, covered with a sheet of perforated steel.

24 "From Jungle to Office" is the American Writing Machine Company's new booklet about the typewriter platen. It tells the story of the manufacture of typewriter platens from the remote jungles where the rubber tree thrives to the perfected, finished platen in position on the typewriter, ready to take the drubbing a stenographer gives it in a day's work. Illustrations of factory equipment are plentiful. The booklet puts over the thought that the platen is "the playground of dancing fingers that record the languages of the world clearly and with understanding."

25 Bind-X eliminates unsightly markings on shelves and bins, and its use on binders, maps, and files speeds up the finding of wanted data. Bind-X is made in 6-inch lengths and can be cut to smaller



sizes. The inserts that fit under the transparent panel face may be printed, typed, or written, and you can change them at will. Bind-X is made by Cel-U-Dex Corporation, Brooklyn.

26 S. W. Allen Company is the sponsor of the PLUS + adding calculator, with Zephyr Touch Lightning Keyboard. The new keyboard increases speed "like greased lightning," they say, and makes for greater accuracy. PLUS + is portable, weighing only 5¼ pounds. A handsome carrying case of the attaché type comes with this neat machine.

January, 1937

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Please send me, without obligation, further information about the products circled below.

21, 22, 23, 24, 25, 26

Name

Address

THE LAMP OF EXPERIENCE

Harriet P. Banker, Editor

Patrick Henry said, "I have but one lamp by which my feet are guided, and that is the lamp of experience." Through this department, teachers benefit from the experience of others

HERE is a method of grading that has been more successful in my typewriting classes than other methods I have used.

The same assignment is made for all students. If the student follows the directions and types the copy, he gets a check regardless of the number of errors. If a typing rule is violated, the student does not receive a check. All students must turn in, and receive a check for, every copy assigned for the six-weeks period. In this way, I know that they understand the directions and certain rules for typing. Later, the student may copy over for a grade. The students are free to work for whatever grade they wish.

In the advanced class, my scale for grading papers throughout the year is: A, perfect; B, one error; C, two errors; D, three errors; more than three errors, check or F. For the beginning class, I vary the scale for each six weeks, as shown in Table I:

TABLE I

*Accuracy Requirements
First-Year Typing*

| PERIOD | GRADE | | | |
|------------------------|--------|--------|--------|--------|
| | A | B | C | D |
| | Errors | Errors | Errors | Errors |
| First six weeks | 3 | 6 | 9 | 12 |
| Second six weeks | 2 | 4 | 6 | 8 |
| Third six weeks | 1 | 2 | 3 | 4 |
| Second semester | 0 | 1 | 2 | 3 |

If a student hands in all papers with a check, he receives a grade of D minus (barely passing) in recognition of the fact that he did the work. Each error not marked by

the student counts against him as two errors. The double penalty teaches the students to be on the alert for their own errors. If a paper has more errors marked than are permissible in order to get a grade, I do not read it, but check it for directions and violation of typing rules.

TABLE II

*Speed Requirements
First-Year Typing, Second Semester*

| SIX-WEEKS PERIODS | GRADE | | | |
|-------------------|----------|----------|----------|----------|
| | A | B | C | D |
| | W. P. M. | W. P. M. | W. P. M. | W. P. M. |
| 4 | 32 | 28 | 24 | 20 |
| 5 | 35 | 31 | 28 | 25 |
| 6 | 40 | 36 | 33 | 30 |

(The speeds for A grade may seem too low, since I have students who attain a speed of 40 and 50 in the first semester, but these rates encourage the slower students. The awards of the Arts and Credentials Department are sufficient incentive to the faster students.)

Our state requirements for speed in typing are 30 words a minute in the beginning and 54 words a minute in the advanced class. From this, I have established speed requirements for periods of six weeks. If a student fails to attain the required speed for any six-weeks period, he receives a grade of F, or failure, even though he has all his copies in with an A grade. My speed requirements are as shown in Tables II and III.

On speed tests, I do not accept any paper with more than five errors on ten-minute tests, regardless of the speed. When the bell

rings for the end of the test, I rubber-stamp my name after the last letter typed by each pupil. On ten-minute tests, I use a black stamp and on twenty-minute tests, a red. This method removes temptation in the handing in of speed tests and, since the students may grade the tests at any time, it allows time in the period for three tests.

TABLE III
Speed Requirements
Second-Year Typing

| SIX-WEEKS PERIODS | GRADE | | | |
|-------------------|----------|----------|----------|----------|
| | A | B | C | D |
| | W. P. M. | W. P. M. | W. P. M. | W. P. M. |
| 1 | 42 | 38 | 35 | 32 |
| 2 | 48 | 44 | 41 | 38 |
| 3 | 53 | 49 | 46 | 43 |
| 4 | 58 | 54 | 51 | 48 |
| 5 | 61 | 57 | 54 | 51 |
| 6 | 64 | 60 | 57 | 54 |

(The rate given is for A minus)

For daily grades I have tried several methods, but my present grading chart, which is made of light cardboard, has proved the easiest and quickest. The students' names are listed down the left side of the chart and the assignments are listed across the top as column headings. The horizontal lines are drawn in in different colors to guide the eye. At a glance, I can see the standing of a particular student at any time. At the end of the six-weeks period, the average grade is entered in the permanent class record furnished by the school office.—*Thelma Penquite, Minneapolis (Kansas) High School.*

Accuracy and Speed Rewarded

• AS AN INCENTIVE to my junior typing classes, I offer a prize each six weeks to the student who types a perfect paper at the highest rate of speed. As these typing students are also studying shorthand, the prizes are a

shorthand dictionary and a phrase book.

Timed tests are given once or twice a week. The names of the students who type perfect papers are posted in the typing classroom and published in the weekly school paper. Three extra points are added to the six-weeks' grade of students who write perfect papers above the minimum rate.

On special occasions, such as Washington's Birthday and Columbus Day, I allow the students five minutes in which to type as many words as they can from the letters in the name of the person honored by the holiday. The winner of the contest receives a spiral shorthand notebook or a package of letterheads for use in transcription.—*Laura L. Livermore, Appleton (Wisconsin) High School.*

Motivation in Shorthand

• AS AN AID to fluent reading of shorthand, I have found this plan entirely satisfactory:

The students form two teams and choose between football and baseball. Each team is given a famous name—Ohio, Notre Dame, or Harvard. For each two lines of shorthand read, the team is credited with a gain of five yards. If a player on the opposing team detects an error, he must correct it; this is similar to tackling a player. The "ball"—the privilege of reading—then goes to the other side.

The player who made the correction reads until he makes an error that is corrected by one of the opponents. If one of his team mates helps in reading an outline, the teacher, acting as referee, penalizes the team five or ten yards, according to the penalty previously agreed upon.

When a touchdown is made, the ball is returned to the 40-yard line and the side that was scored upon may decide whether they will kick off (read) or let the other side do so.

The baseball game is played in the same way. Two sentences represent each base. Each error corrected by the opposing team is counted as an out; three outs brings the opponents to bat. The teacher acts as umpire and makes such rulings as are necessary.—*Russell R. Grace, Ferguson (Missouri) High School.*

Esterbrook

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When returning this coupon please mention the Business Education World.



YOUR STUDENT CLUBS

Robert H. Scott

Whatever may be your particular school club problem, the solution to it is pretty likely to appear in this department sooner or later.

Mr Scott is a specialist in student clubs

THE biggest task confronting a new school club is the planning of the club program or outline of work for the year. Long-time planning seems to be most effective for making club programs purposeful and interesting. The responsibility for programs should early be put in the hands of a standing committee, whose function is to draw up a rough plan which the club will follow for the year.

In some cases the semester may serve as a better unit than the full school year. One advantage of the semester plan is that responsibility for planning programs can be spread over different groups, thus giving more members experience in this phase of club work. From time to time, of course, programs will arise spontaneously. Capitalize on this interest; it is a rare case when such an activity cannot be brought into harmony with previous plans. The idea is to *do* something at each club meeting, even if the activity be nothing more than a report of progress. No doubt, it will pay to stop sometimes and take a look at the past—what has been accomplished? Then plan for the future—what is there still to do?

Supervision is an important phase of school administration, and no supervisor or school administrator can evaluate a club's worth without an idea as to its past and future. No instructor would attempt class work without a lesson plan of some kind. Long-time planning by the program committee serves just such a function.

An adequate and really worth-while program will tax the ingenuity of the most efficient committee. The skilled sponsor and the enthusiastic club member can be of much help. The participation of members with special interests and abilities must be encouraged. This can be accomplished by appointing them to special committees for specific projects. The original program committee

should serve as a guide and be ready at all times to assist and suggest throughout the school year.

Fortunately, there is no dearth of program material; commercial booklets, advertising exhibits, professional literature, periodicals, outside speakers, club talent, and local interests can all be turned to good club use. An important thing is to have interesting activities available and to suggest or adapt the right one at the right time.

No group can plan work as it goes. Some clubs meet with the question of "*What shall we do?*" as the first item of consideration. Such a meeting is foredoomed to failure.

Activity and Variety

Variety and activity are essential. They will always hold interest. Little will be found in the old formal type of meeting to interest the modern club member; most school clubs should be built entirely on an activity basis, and all programs should contain some activity feature. These may be social, recreational, humorous skits, plays, project material and some features in which all members enter into the fun and spirit of the program. But watch activities—they can deteriorate in quality and returns.

In recreational programs, although the types of games and arrangement of material are important, by far the most vital factor is the leader. The person who helps others to have a good time must approach a group with the feeling that he, as well as they, will have an enjoyable experience and that the program is something neither would miss willingly. He should radiate enjoyment and enthusiasm. They are contagious. The players give back the spirit set for them by the club leader.

It has been said that too many outside speakers monopolize the assembly programs

of our high schools. That may be true, but in the case of school clubs the tendency is to utilize this outside talent too seldom.

Students always welcome adult, practical life experience, especially if such experience ties up with immediate interest. Most students aspire to be business men, and such talks are indeed valuable to them. More so, if a student leader will volunteer to evaluate the information, by a few comments, after the speaker is through. The sponsor may do it, speaking briefly and to the point. In either case, such a meeting can immediately be turned into an open discussion, the speaker answering questions.

Teachers, hobby riders, specialists, local business men, ministers, social welfare workers, government officials, and leaders in adult

club life can always be found who are glad to have a group discussion with those to whom they may be of service.

In governmental work in recreation, organizers have discovered that many leaders will not experiment with programs but can use material successfully when the programs are laid out for them. Let no such criticism be applied to the program of our school clubs. By all means experiment—one can discover many things about a local situation that has infinite possibilities. And as for a series of successful programs already laid out—there is no such animal.

Next month, Leona M. Schimel will describe the business show successfully staged by the commercial club of which she is sponsor.

A CAREER IN Life Insurance Representation



Most of us know at least one individual who somehow has not yet succeeded in winning a fair reward for his or her efforts.

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YOUR PROFESSIONAL READING

Jessie Graham, Ph.D.

Have you been sailing the sea of professional reading without a chart? Let Dr. Graham's authoritative reviews guide you. She is constantly on the lookout for new books, articles, and tests

REMAKING THE CURRICULUM, by William Heard Kilpatrick (Teachers College, Columbia University), Newson and Company, Chicago, Illinois, 1936, 128 pp., 80 cents.

A great deal has been written about the philosophy and psychology upon which "progressive" education is based. Nowhere, however, is there a clearer and more concise presentation of these beliefs than in this little book. Instead of the all-too-frequent long-winded discussion found in many "educational" writings, a simple statement of underlying principles is presented.

The need for the new curriculum is found in four new developments: the acceptance of the idea of change and the constant meeting of novel situations, with the necessity for study and thought and experimentation; the new scientific outlook, away from mere analysis to study of wholes; organismic psychology with its concept of the organism acting as a whole rather than as small separate parts; and the present social-economic situation, which demands social intelligence.

Dr. Kilpatrick comments:

"Education thus becomes primarily the conscious pursuit of personally felt purposes with ever more adequate self-direction as the goal. The unit of curriculum construction likewise becomes an instance of self-directed purposive living; not, as formerly, a selected portion of subject-matter-set-out-to-be-learned."

The result of the acceptance of the beliefs set forth by Dr. Kilpatrick is teaching by activities rather than by subjects. These activities are not haphazard but, while the pupil has a voice in their planning, the activities are so directed by the teacher that there is adequate range and inclusiveness of study and learning on the one hand, and adequate depth and organization of learning results on the other. Subject matter is not acquired in "logical" order, but as needed in the carrying out of the pupil's goal.

Quoting again from Dr. Kilpatrick: "If our pupils meet a sufficient variety of life's situations, themselves accepting responsibility (1) for thinking ever better before they act, (2) for acting on the best insight they can get, and (3) for looking back on the experience to profit as best possible from it . . . then other things will be added to them (range and depth and organization)."

One chapter is devoted to a subject rarely presented—an activity curriculum for the secondary school. A plan is sketched whereby all pupils will spend a good portion of their school time in life-process programs and the remainder in subject specialization.

Several of the chapters of this book appeared as articles in the *Journal of the National Education Association*.

This presentation is recommended to anyone who wishes a brief and clear statement of the beliefs underlying "progressive" education.

THE PSYCHOLOGY OF ADJUSTMENT, by L. F. Shaffer (Carnegie Institute of Technology), Houghton Mifflin Company, Boston, 1936, 600 pp. \$3.

If you have a persistently unruly pupil in your class, what do you do? Suppress him by scolding and insisting upon orderly conduct? Punish him? No, as you are a "progressive" teacher, you first try to make the work more important to him—identifiable with his own interests.

If this plan fails, you get the combined help of a physician, a psychiatrist, a social worker, and a school counselor. The physician may discover some glandular or other physical disturbance responsible for the pupil's lack of adjustment to a normal school situation. The psychiatrist may find that some unpleasant happening earlier in childhood is causing personality difficulties that may be overcome. The social worker will perhaps discover that home conditions can be improved and that the pupil should be given opportunity for more social contacts with his contemporaries. The school counselor may decide that the pupil is in a class too retarded or too advanced for his mental ability and educational achievement. It may be, on the other hand, that he is a normal young person who needs training in orderly living and constructive discipline.

This concept of the modern way of dealing with young people is found in a new book, "The Psychology of Adjustment." The material is of interest not only to those who deal with young people but also to those who are personally concerned with mental hygiene.

There are pseudo-scientific books dealing with personality development, and there are likewise books written by proponents of extreme theories relative to mental hygiene. This book falls into neither class.

The work of acknowledged students of psychology is freely cited and a sane middle course is indicated.

The book has seventeen chapters. In Part I, psychological foundations of adjustment are studied. Beliefs held as the result of controlled experiments are presented. Some of the topics considered are: nature or nurture, instincts, reflexes, embryology, emotions, conditioned reactions, inhibitions, motives, and adjustments.

In Part II, "Varieties of Adjustive Behavior" are described—the multitude of ways in which individuals respond to the combined situation of their needs and their environments.

Part III is concerned with personality—measurement, organic factors, traits, and psychoanalysis.

Part IV deals with the procedures of mental hygiene.

Teachers will wish to read and reread the section on "Mental Hygiene and Education." The two responsibilities of the school for mental hygiene are, according to the author, the purifying of itself of practices that cause pupil maladjustments, and detection and remedy of undesirable traits among pupils. The teacher's own adjustments or maladjustments are cited as contributory factors to pupils' success or failure.

A little knowledge is a dangerous thing in mental hygiene. The glib use of the vocabulary of psychology and the reading of one or two books will not make an expert. The purpose of this book is not to start the readers diagnosing the maladjustments of their ac-

quaintances, but rather to assist them to understand human nature.

Also, the teacher should read widely along this line.

According to the author, "The teacher of the future must be as much a specialist in mental hygiene as in subject matter or method." The reading of this book will give the teacher an introduction to mental hygiene and will make him doubtful of psychological procedures not based upon controlled experiments. Thus he will be less susceptible to pseudo-psychology.

The informal discussion of suggested readings at the end of each chapter reveals the author's command of the literature of his field and sets an example for other authors in the provision of truly helpful reading suggestions.

GUIDANCE IN BUSINESS EDUCATION, Ninth Yearbook, edited by William R. Odell, Eastern Commercial Teachers Association, 1200 Walnut St., Philadelphia, 1936, 361 pp. \$2.50.

In this much-needed book the teacher of business subjects will find not only food for thought about guidance activities in general but also specific helps for his everyday opportunities for guidance.

As is the case with the previous yearbooks of the Eastern Commercial Teachers Association, the chapters of this volume represent papers presented at the annual convention of the E. C. T. A.

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In Part I, general guidance problems and the guidance responsibilities of the teacher of business subjects are covered.

In Part II, representatives from the business world give the employer's point of view as seen from the personnel office.

In Part III, guidance programs in schools of various types, from junior high schools to adult centers, are described.

In Part IV, the guidance activities of the teacher outside the regular classroom are considered. Definite suggestions are made.

In Part V, teachers of classes in the separate business subjects—salesmanship, typewriting, etc.—tell how they carry on guidance activities through class work.

The final part deals with guidance in the private business school.

In Appendix A, some guidance forms are given. They include attitude analysis, personality analysis, home-room guidance forms, and a permanent record form for pupils.

Appendix B is a classified bibliography of guidance references especially applicable to commercial education. This bibliography was compiled by Clyde E. Rowe and E. E. Spanabel.

It is impossible in a brief review to give due recognition to the forty-three contributors to this yearbook.

CONSUMPTION AND STANDARDS OF LIVING, by Carle C. Zimmerman, D. Van Nostrand Company, Inc., New York, 1936, 602 pp., \$3.75.

The necessary background for the teacher of courses in consumer education is familiarity with the various theories of consumption, research studies that have been made, and the mass effects of spending and saving. The teaching of budgeting implies a knowledge of the various principles of budgeting.

Here in one volume we find a compilation of materials bearing on the problem of consumption.

For the past sixteen years, the author has been making studies in consumption. This is his third volume on the subject. In 1932, he collaborated with Faith Williams in preparing an analytical bibliography of existing budget studies—United States Department of Agriculture, Misc. Pub. 223. In 1935, he published "Family and Society," dealing with the hypotheses and work of Le Play.

In this volume, he includes accounts of studies of food, housing, clothing, sundries and advancement, spending and saving. He presents, also, the theories of the various schools of economists. He discusses systems and standards of living.

He concludes by stating his own present belief that we have gone so far toward an over-emphasis of sensational spending, individualism, and conspicuous consumption that we shall be forced, some time in the twentieth century, to emphasize many anti-sensational characteristics of life that are not popular at the present time.

MODERN INDUSTRY, Second Edition, by Ernest L. Bogart and Charles E. Landon, Longmans, Green and Company, 1936, 703 pp., \$3.50.

In the preface, the authors state, "This book is written to supply what is conceived to be a gap in our economic textbooks. It is intended as a background or introduction to a study of the principles of economics . . . it deals with industry rather than business and therefore touches lightly the subjects of transportation, money, and marketing."

This theme unfolds through thirty-seven chapters. The book presents modern industry in its various aspects and leads the reader to a comprehensive view of economic production. A well-balanced treatment gives proper perspective to the human factor and the natural environment in the interpretation of present-day industrial development. The volume deals almost wholly with the industrial progress of the United States.

Early chapters present the characteristics of modern industry, setting forth its problems and its organization. A second group of chapters deals with the human element in the industrial world.

A third group sets forth geographic factors involved in modern industry—the land, the waterways, and natural resources. A fourth group of chapters presents agriculture, mining, fishing, and lumbering as industries producing the raw materials for human use. Later chapters deal with manufacturing, machinery, and power in relation to modern industry.

Numerous maps, diagrams, pictures, and pictographs illuminate the text. Statistical tables appear as an integral part of the chapters to which they belong.

While the volume relates definitely to the field of economics, it serves as a valuable reference for teachers and students of economic geography and of history. The teacher of economic geography finds a discussion of human activities related to many subjects, such as wheat, cotton, coal, livestock. The teacher of history finds a presentation of present-day industrial revolution for comparison with historic industrial revolutions.

The volume meets a need as a college textbook in economics and as a valuable reference book in any high school, normal school, or college library.—*Douglas C. Ridgley.*

TEXTILE PROBLEMS FOR THE CONSUMER, by Thomas Nixon Carver (Harvard), Mary Schenck Woolman (formerly of Columbia), and Ellen Beers McGowan (Columbia), The Macmillan Company, New York, 1935, 175 pp., \$1.60.

It is necessary today that the purchaser of textiles and clothing be familiar with many facts concerning the economics of consumption. Each of the three authors of this book has attempted to supply this essential information through an approach based on

his experience. Dr. Carver has contributed four chapters on this problem as seen by an economist; Mary S. Woolman, four, as seen by the textile specialist; and Dr. McGowan, four, as seen by the textile teacher.

The first four chapters form a condensed treatment of the topic "consumption" in "pure" economics. Such matters as marginal satisfactions, standard of living, the budget of life, and the reasons for man's consumption of textiles are considered.

The second section deals with the textile and clothing industries, the effects of the NRA codes, and consumer responsibilities.

The third section contains the material we expect from the title—laboratory tests for fibers, laundering hints, and other helps for the consumer. A knowledge of the foundational material dealt with in the first two parts is necessary for the consumer's recognition of his problems in their total setting.

Pertinent Magazine Articles

EDUCATIONAL RESEARCH SERVICE, Education in Lay Magazines, June 1, 1936, *Circular No. 6, 1936*. National Education Association, Washington, D. C., 12 pp. (paper bound).

Digests of and comments upon twenty-two articles on education in lay magazines during April, May, and June, 1936, are included in this bulletin.

An article, entitled "What Business Wants in the College Man," was answered by "Sempronius" in *Scribner's* (May, 1936), "What the College Expects of the Business Man." The author of this paper would take business education out of the universities and ask of the business man only his dollars, which the university can transmute into something of spiritual value to humanity. Not all the articles reveal antagonism to present practices, this one being an extreme instance.

We are apparently living in an age of digests, abstracts, and brevities. The result is too often an undigested mass of material coming and going in the reader's consciousness. Nevertheless, the grouping of digests under one heading, as in this case, represents a real service.

BUILDING AMERICA, A Photographic Magazine of Modern Problems, Vol. I, No. 3 (December, 1935), 27 pp. The Society for Curriculum Study, 425 West 123d Street, New York. (Published monthly, October through May). Single annual subscriptions, \$1.50.

The eight issues of *Building America* for 1935-36 treat respectively each of the following topics: Food, Men and Machines, Transportation, Health, Communication, Power, Recreation, and Youth Faces the World.

The December number deals with transportation. Historical aspects and modern developments of various types of transportation are shown by means of pictures, charts, and brief explanatory paragraphs. The style and form of printing and illustrations are attractive.

This magazine contains excellent supplementary material for courses in everyday business.

THE JOURNAL OF MARKETING, published quarterly by the American Marketing Society and the National Association of Marketing Teachers, 383 Madison Avenue, New York, \$4 a year.

Volume I, Number 2 of this magazine was published in October, 1936.

It is addressed to teachers of marketing and includes articles on legislation affecting advertising, chain and independent stores, marketing agreements, marketing research, etc.

In the book notes, Paul H. Nystrom reviews books of interest to business people and teachers of business.

Arithmetic Questions

PREVIOUS QUESTIONS OF THE COMMERCIAL ARITHMETIC QUALIFYING EXAMINATIONS OF THE COLLEGE OF THE CITY OF NEW YORK, Bryant Typewriting and Mimeograph Bureau, 55 West 42d Street, New York, 1936, 19 pp., mimeographed, 30 cents.

The College of the City of New York gives qualifying examinations to all candidates for commercial teacher-training courses in accounting, merchandising, and stenography. In this booklet, previous questions in the qualifying examinations in commercial arithmetic are made available to prospective candidates for these examinations and to teachers of commercial arithmetic.

Questions used in the last seven qualifying examinations and in the last two license examinations for teachers of accounting and business practice are included in the booklet.

Both present and prospective teachers of commercial arithmetic will find many uses for these questions and problems.

"I have scaled the peak and found no shelter in fame's bleak and barren heights. Lead me, my guide, before the light fades, into the valley of quiet; where life's harvest mellow into golden vision."—*Rabindranath Tagore*.

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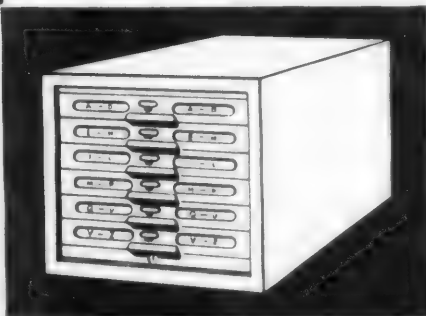
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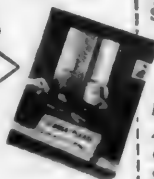
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SHORTHAND PRACTICE MATERIAL

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

On the Threshold

Ring out, O bells! Ring silver-sweet o'er hill and moor and fell!

In mellow echoes let your chimes their hopeful story tell.⁸⁰

Ring out, ring out, all-jubilant, the joyous, glad refrain:

"A bright new year, a glad new year, hath come to us again!"⁸⁰

Ah! who can say how much of joy within it there may be

Stored up for us who listen now to your sweet melody?⁸⁰

Good-bye, Old Year! Tried, trusty friend, thy tale at last is told.

O New Year, write thou thine for us in lines of brightest gold!⁸⁰

Then ring, ring on, O pealing bells! there's music in the sound;

Ring on, ring on, and still ring on, and wake the echoes round!¹⁰⁰

The while we wish, both for ourselves and all whom we hold dear,

That God may gracious be to us in this, the bright New Year. (120)

Governor's Day at Carlsbad Caverns

By WAYNE BERNICE STEVENSON
Commercial Instructor, Carlsbad (New Mexico) High School

For Use with Chapter Nine of the Manual

Everywhere there is excitement, everywhere you see happy, noisy high school students. They had started coming⁹⁰ into Carlsbad the day before; some came in busses, some in cars; all the camps and hotels had been filled early⁹⁰ the evening before and there had been a call for the townspeople to open

their doors to care for them. For today⁹⁰ is Governor's Day at the far-famed Carlsbad Caverns—a day when the seniors of all high schools in this and the near⁹⁰-by state could go through the Caverns free—a day that had been waited for with ill-concealed eagerness, especially¹⁰⁰ by those students who had never made the trip before, and with about as much enthusiasm by our students,¹⁰⁰ all of whom were invited and some of whom had already made the trip five, six, or even more times.

The trip into¹¹⁰ the Caverns starts at 10:30 o'clock and, as it is a 25-mile drive from Carlsbad, early in the¹⁰⁰ day the cars begin leaving. The route is over a hard-surfaced road, through flat country at first, then coming into¹⁰⁰ a canyon the road begins to rise gradually until at last an elevation of 4450¹⁰⁰ feet is reached. The Caverns and the country surrounding it is a National Park area, and as¹⁰⁰ we drive up we are met by a United States ranger who tells us just where to park our car and the next thing to¹⁰⁰ do. The regular force of guides had been added to, by both men and women, to take care of the huge crowd that is¹⁰⁰ expected.

As we leave the car and follow the crowd, we soon get a glimpse of the yawning, arched opening through which¹⁰⁰ we must pass to get into the Caverns. Seemingly cut out of a rocky cliff, we look into its dark mouth and¹⁰⁰ wonder how many thousands of years it took a stream of water to wear it away. Already filling the sloping,¹⁰⁰ winding sand-covered trail leading to the opening, are hundreds of shouting, laughing students.

Any and all¹⁰⁰ varieties of costumes are seen. We see one of our high school girls in a sleeveless blouse with overalls, and¹⁰⁰ remembering the temperature of the caves is 56 degrees, winter and summer, ask her if she thinks she¹⁰⁰ will be warm enough. We look at another with high-heeled shoes and wonder how her feet will feel after walking seven¹⁰⁰ miles—however, we might as well save our breath, they are all here for a good time and what if they do get somewhat¹⁰⁰ chilly or limp a little—it is a very minor thing in a day filled with happiness.

At last, after what¹⁰⁰ seems hours of waiting in

the hot sun, with everyone with a camera taking roll after roll of films and⁴⁰⁰ everyone else wondering why we don't start—we start. By two's and three's we pass into the cave, traveling down⁴⁰⁰ a sloping, sandy trail—ahead and behind us as far as we can see is the line of students, the air filled with⁴⁰⁰ their laughter and talking. As we go farther in, the air becomes moist and cool and we feel as if we could walk miles⁴⁰⁰ without becoming tired. Sometimes the trail is sloping, sometimes it is made up of a long flight of steps, for the⁴¹⁰ most part leading down, down 750 feet below the surface.

As we travel along we pass through⁴⁰⁰ various chambers, each of which has been named. Sometimes the ceiling of the chamber is so high we have to tilt our heads⁴⁰⁰ back to see the top—sometimes we stoop to follow the trail, or squeeze between two rocky ledges, and we wonder whether⁴⁰⁰ a really fat person could get through. We walk at a comfortable pace, the trail most of the way being so⁴⁰⁰ smooth and easy that we can look all around with no danger of stumbling. However, once in a while the trail follows⁴⁰⁰ along the edge of a deep chasm, down which we look with a shudder and pay strict attention to where our feet⁴⁰⁰ are going. Throughout all the chambers there are beautiful formations, some of them so pronounced in shape that they have⁴⁰⁰ been named for the things they resemble, like the Onyx Draperies, for instance.

Our first stop is at the lunch room,⁷⁰⁰ 750 feet below the surface—and are we hungry! Here water has been piped from the surface and is⁷⁰⁰ available in sanitary drinking fountains—tables and benches have been built there, too. The employees are⁷⁴⁰ in readiness for the large crowd, and we line up for our lunch, or, if lunch has been brought along, a hot drink can be⁷⁰⁰ bought which tastes mighty fine in the cool atmosphere.

After everyone has eaten, we again take up the trail,⁷⁰⁰ going next to the Big Room itself, the most impressive of the many chambers of the Cavern. It is nearly⁴⁰⁰ 4,000 feet long and 625 feet wide, and at one place the ceiling arches 300 feet above.⁴⁰⁰ In this room the formations are massive as well as beautiful, exceeding in size and beauty those of any⁴⁰⁰ known cave. One of them, called the Giant Dome, is sixty million years' old.

As we come to another formation,⁴⁰⁰ the Rock of Ages, we are all asked to find seats. We sit wherever there is room, hoping that the stone we finally⁴⁰⁰ select won't grow too hard nor too cold before we leave. Here we are given a brief talk by the Governor and⁴⁰⁰ other officials of the party. Then, just to let us see what real darkness is like, all the lights are turned out—such⁴⁰⁰ an inky, thick blackness—it almost seems as though we could cut it. Then, far down the trail, we see the lights coming on,⁴⁰⁰ and as they come near us some one in the crowd starts up the hymn "Rock of Ages" and, as we all join in and the sound⁴⁰⁰ swells and carries and then dies away, the whole crowd gets to its feet and moves quietly away, touched by the impressiveness⁴⁰⁰ of the scene.

From the Big Room, the return trip to the surface is made in about an hour and a half.¹⁰⁰⁰ Frequent halts are called to see that no one becomes too tired. The trip now is continually up, with a few flat¹⁰⁰⁰ stretches in which to recover our breath. Numerous steps must be climbed. At last we reach the main corridor of the¹⁰⁴⁰ cave and looking up can see the sun shining through the opening many feet ahead of us. As we leave the¹⁰⁰⁰ cave's coolness and come out into the glare of the hot afternoon sun, we begin to remember how tired we¹⁰⁰⁰ are. But the events of the day have built up a lasting memory for us, and Carlsbad Caverns will always hold¹¹⁰⁰ a warm place in our hearts. (1105)

Actual Business Letters

From the winning set submitted in the last Gregg News Letter Contest by Aileen Feathers, Bristol, Virginia, and Lucretia Chapman, Oxnard, California

The H. P. King Company
Bristol, Tennessee

Gentlemen:

In making application to our firm for an account,²⁰ Mrs. David Teller, of Morristown, Tennessee, lists your name among her references. Any information⁴⁰ you may be in a position to give us concerning her financial responsibility and paying⁴⁰ habits will be very much appreciated, and will be held in our confidential files.

A stamped envelope⁶⁰ is sent for your convenience.

Very truly yours, (80)

Mrs. David Teller
Morristown, Tennessee

Dear Mrs. Teller:

To serve our friends and customers in any⁸⁰ manner is a distinct pleasure. Everyone connected with our store is delighted to render every⁴⁰ possible service. We are glad to extend the privilege of a charge account and our prices, whether cash or⁸⁰ charge, are as low as the lowest.

Through the New Year we aim to extend to each of our good friends a fuller measure⁸⁰ of helpful service. We wish you happiness, health, and prosperity throughout the whole of it.

Sincerely, (99)

Mr. Frederick Whitemann
Whitemann and Mayor, Attorneys-at-law
First National Bank Building
Oxnard,⁸⁰ California

Dear Sir:

In reference to your letter of December 28, 1936, and⁴⁰ other correspondence in regard to the claim of N. Leary against my trust, I have only today received⁸⁰ from the Comptroller of the Currency a duplicate of the check which my records show was sent to Mr. Leary⁸⁰ and which was lost in the mails.

I now enclose to you, as attorney for Mr. Leary, a check (No.¹⁰⁰ 397530) for \$50.64, drawn by the

Comptroller¹⁰⁰ of the Currency on the Anglo and London-Paris National Bank of San Francisco, representing¹⁴⁰ a Second Dividend of the Farmers National Bank of Fillmore on claim No. 4682.¹⁰⁰

Please acknowledge receipt of this check.

Respectfully yours, (171)

"I'm in a Hurry!"

By William Hazlett Upson

Reprinted in shorthand by permission of the author

(Copyright, 1925, by William Hazlett Upson)

(Continued from the December issue)

Farmers' Friend Tractor Company
Makers of Earthworm Tractors
Earthworm¹⁴⁰⁰ City, Illinois

October 14, 1924

Mr. David Crockett Suggs
Dry River¹⁰⁰⁰ Junction, Texas

Dear Sir:

This will acknowledge your valued favor of October 12, and we regret exceedingly¹⁰⁰⁰ that you have been unable to locate the part which you desire in the parts book, and that consequently you¹⁰⁰⁰ have been subject to annoying delay. As it is always our desire to render the greatest possible service¹⁰⁰⁰ to Earthworm Tractor owners, we have gone into this matter with the greatest of care; and after checking over¹⁰⁰⁰ very thoroughly the descriptions given in your latest letter and also in former letters, we have¹⁰⁰⁰ come to the conclusion that the gear you desire is the 45-tooth intermediate spur gear, symbol No.¹⁰⁰⁰ 6843, as illustrated on page sixteen of the parts book. We note that you state¹⁰⁰⁰ the gear has 44 teeth, but as there is no such gear in your model tractor, and as No.¹⁰⁰⁰ 6843 gear fits the description in other particulars, we can only assume that you made a¹⁰⁰⁰ mistake in counting the number of teeth in the gear.

Accordingly we are shipping you by express this afternoon¹⁷⁰⁰ one No. 6843 gear, which we trust will prove to be the part desired. Assuring¹⁷⁰⁰ you of our constant desire to render you every possible service, efficiently and promptly, I remain,¹⁷⁴⁰

Very truly yours,

FREDERICK R. OVERTON
Parts Department

Dry River Junction, Texas
October 18,¹⁷⁴⁰ 1924

To The Farmers Friend Tractor Company
Earthworm City, Illinois

Dear Sir:

Your¹⁷⁰⁰ letter come yesterday your gear come today C. O. D. \$41.26 and not only¹⁰⁰⁰ that, but it is no good and it won't fit. It is not like the old gear. It looks like a well made gear but there is nothing¹⁰⁰⁰ like it on my tractor so it is no good to me it is too big it won't go on it won't fit on

the shaft.¹⁰⁰⁰ And if it did fit on the shaft, it would not work because it is too big and the teeth would not mesh with the teeth on¹⁰⁰⁰ the little gear, and it ought to have 44 teeth like I said, not 45.

So will you look this up again¹⁰⁰⁰ more carefully and send me the right gear and send it as quick as possible? I'm in a hurry, and I will explain¹⁰⁰⁰ to you how things stand so you can see I am no liar when I say I got to have this gear right off or I¹⁰⁰⁰ am a blowed up sucker.

I am new in the house moving business and I am moving a house for Mr. Rogers¹⁰⁰⁰ of this city, and Mr. Rogers is a very stubborn old cuss and he insisted that the house be moved all¹⁰⁰⁰ together—which includes the main part which is two stories high and built very strong and solid, and also the front¹⁰⁰⁰ porch which sticks out in front and is built pretty weak, and also the one-story kitchen which sticks out behind. The kitchen¹⁰⁰⁰ is very frail.

But Mr. Rogers did not listen to me when I wanted to move the kitchen and front porch¹⁰⁰⁰ separate from the house. So, as I am a young man and new at the house moving business and anxious to make a¹⁰⁰⁰ good impression, I tried to do it like he wanted. I jacked up the whole works all together, and put timbers¹⁰⁰⁰ underneath, and heavy trucks that I bought from a contractor at Llano, and we came up from the depot fine—the tractor¹⁰⁰⁰ pulling good and the little old house rolling along smooth and quiet and beautiful. But at 3 p.m.¹⁰⁰⁰ October 1, just as we was going past Jim Ferguson's Drug Store on the main street of this city, there come a funny¹⁰⁰⁰ noise in the tractor, and we have been stuck ever since waiting for a new gear because the tractor will not run¹⁰⁰⁰ with six teeth busted out of the old gear.

So you can see that it is no lie that I am in a hurry, and I¹⁰⁰⁰ will explain that for 2 and 1/2 weeks, no traffic has been able to go past Jim Ferguson's Drug Store. All traffic¹⁰⁰⁰ on the main street of this city has been detoured—turning to the right through the field next to Johnson's Garage,¹⁰⁰⁰ following the back lane past the shed where Harvey Jenkins keeps his cow, and then around Wilson's Hardware Store and back to¹⁰⁰⁰ the main street, and all this owing to the stubbornness of old man Rogers making me take the porch and the kitchen¹⁰⁰⁰ along at the same time.

The porch is now resting two feet from the drug store and the kitchen just three feet from the post¹⁰⁰⁰ office on the other side of the street. If old man Rogers had listened to me and we had taken the kitchen¹⁰⁰⁰ off, there would have been room for traffic to get past, but now we can't take the kitchen off on account of being jammed up against the post¹⁰⁰⁰ office, but people don't figure on that and everybody in town blames it on me that traffic is held up, which is very wrong, as I¹⁰⁰⁰ am doing the best I can.

And now old man Rogers says I contracted to move his house, and I had better hurry¹⁰⁰⁰ up, and he says why don't I hire some horses but I say horses would be unsafe, because when they get to

pulling⁸⁸⁰⁰ something very heavy they get to jerking and they would be liable to jerk the house and injure it, owing⁸⁸⁰⁰ to the fact that Mr. Rogers was so stubborn as to make me leave the kitchen and the porch on the house, thus⁸⁸⁰⁰ weakening it. And besides I got no money to waste hiring horses when I got a tractor already, so you⁸⁸⁰⁰ can see why I'm in a hurry being anxious to make a good impression and get married.

Please send at once the⁸⁸⁰⁰ right gear which has *forty-four teeth* (44), because the old gear has 38 good teeth, and 6 busted off, making⁸⁸⁰⁰ 44 like I said, not 45. And the right gear is an inch narrower than the one you sent, and the⁸⁸⁰⁰ hole through the middle is smaller. I am making a picture so you can see just what gear it is, so please send it⁸⁸⁰⁰ at once and oblige,

DAVID CROCKETT SUGGS

Farmers' Friend Tractor Company
Makers of Earthworm Tractors
Earthworm City,⁸⁸⁰⁰ Illinois

October 21, 1924

Mr. David Crockett Suggs
Dry River Junction,⁸⁸⁰⁰ Texas

Dear Sir:

This will acknowledge receipt of your letter of October 18, from which we note that you⁸⁸⁰⁰ are having trouble in installing in your tractor gear No. 6843, which we shipped⁸⁸⁰⁰ you on October 14.

We regret exceedingly that you have had this trouble, and to the end that the basis⁸⁸⁰⁰ of the difficulty might be discovered, we have carefully checked over your former correspondence and⁸⁸⁰⁰ have at length come to the conclusion that gear No. 6843, which we sent you, is the⁸⁸⁰⁰ proper gear. We are therefore at a loss to understand why you have been unable to use it, and can only⁸⁸⁰⁰ suggest that you may possibly have made some error in installing it.

To obviate this difficulty we⁸⁸⁰⁰ are today mailing you, under separate cover, a copy of our latest instruction book on the care,⁸⁷⁰⁰ operation, and repair of Earthworm Tractors. We regret that this book was prepared for the new-style tractors, but as⁸⁷⁰⁰ the method of installing transmission gears is essentially the same in both old- and new-style tractors, we feel⁸⁷⁰⁰ sure that you will have no trouble in applying the instructions to your old-style tractor. Please study carefully⁸⁷⁰⁰ the pictures and full descriptions on page 34, and if you proceed as directed we feel sure you will⁸⁷⁰⁰ experience no further difficulty in installing the gear.

In case, however, there still remains some minor⁸⁸⁰⁰ trouble to interfere with the perfect operation of the tractor, we shall appreciate it if you will⁸⁸⁰⁰ notify us, as we are always anxious to give owners of Earthworm Tractors the fullest possible⁸⁸⁰⁰ cooperation.

Very truly yours,
FREDERICK R. OVERTON
Parts Department

Dry River Junction, Texas
October⁸⁸⁰⁰ 25, 1924

To the Farmers' Friend Tractor Company
Earthworm City, Illinois⁸⁸⁰⁰
Dear Sir:

Your letter come yesterday your book come today they are no good to me. It takes more than a book for a⁸⁸⁰⁰ new tractor to put onto an entirely different old tractor a gear wheel that don't belong to it. I tell⁸⁸⁰⁰ you again—you have sent me the wrong gear.

What I want is the big bull gear on the back that has 44 teeth.⁸⁸⁰⁰ *Forty-four*. Not 45. And it goes round and round and makes the tractor go. It is the great big cog wheel that meshes⁸⁸⁰⁰ with the little cog wheel. I bet you have sent me a gear for one of your new-style tractors—how do I know? You told⁸⁸⁰⁰ me you had looked it up what model tractor I got, so why don't you send me the gear that will fit?

If you people⁸⁸⁰⁰ knew what I was up against, you would get busy, and you would send me that gear in a hurry. The whole town is sore⁸⁸⁰⁰ at me. And I will explain that this is a big place with trolley cars and everything.

The trolleys here run on⁸⁸⁰⁰ a track, but they are not electric, they are run by gasoline motors inside, and are very modern and up⁸⁸⁰⁰-to-date like everything else in this city. And for over three weeks now the trolley from the depot has been⁸⁸⁰⁰ coming up almost as far as Jim Ferguson's Drug Store, and then it has to stop and the conductor will give the⁸⁸⁰⁰ people transfers. And they will get out and squeeze past old man Roger's house, and get on the other trolley and ride on.⁸⁸⁰⁰ And it is lucky they have two cars. A few years ago they only had one.

And old man Rogers says if I don't⁸⁸⁰⁰ get action by the first of the week, he is going to hire horses himself, and pull the house where he wants it. And⁸⁸⁰⁰ if I expect to get a cent for it I can just sue him, and he says he is tired of living in a house sitting⁸⁸⁰⁰ in the middle of the street with the front porch poking into the drug store window and the people kidding him⁸⁸⁰⁰ all the time. But it's all on account of his own foolishness and stubbornness, because I told him he had better⁸⁸⁰⁰ go live with his brother in Llano while the house was being moved, but he is a guy that you can't tell him nothing⁸⁸⁰⁰ and so he is living there with Mrs. Rogers and daughter Mildred, and Mrs. Rogers is cooking on an oil⁸⁸⁰⁰ stove on account they don't know coal is safe in moving, and now they blame it on me because the oil stove smokes up the⁸⁸⁰⁰ whole house. So you can see I'm in a hurry, and everybody is sore because the traffic is detoured, and⁸⁸⁰⁰ me having to hang red lanterns on the house every night so people won't run into it, and the Police⁸⁸⁰⁰ Department has served notice on me that I got until next Thursday to move the house or get pinched. And they had given⁸⁸⁰⁰ me a permit to move the house. But they say a permit ain't no 99-year lease. And that just shows how

is⁰⁰⁰⁰—they all try to make mean cracks like that.

And this afternoon, old Mr. Rogers came up to me and he said, "Dave, I⁰⁰⁰⁰ hope you ain't still thinking of getting married?"

And I said, "I sure am," because, as I told you in another letter, I⁰⁰⁰⁰ I'm expecting to get married. Then Mr. Rogers said, "I may have something to say about that, young man." And I⁰⁰⁰⁰ I will explain that it is possible that old Mr. Rogers—whose house I am moving with my tractor—may have⁰⁰⁰⁰ some influence in the matter, owing to the fact that the girl I expect to marry is named Mildred Rogers,⁰⁰⁰⁰ and unfortunately happens to be the daughter of old Mr. Rogers.

So you see, I want that gear, and I⁰⁰⁰⁰ want it quick. I am sending back the new gear please credit me with the \$41.26 I⁰⁰⁰⁰ paid on the C. O. D. I am also sending you the old busted gear. Please look over the old busted gear and⁰⁰⁰⁰ send me one just like it, only with the six teeth not busted out. Please hurry and remember forty-four teeth, and⁰⁰⁰⁰ oblige yours truly,

DAVID CROCKETT SUGGS

P. S. Not 45 teeth.

Farmers' Friend Tractor Company
Makers of⁰⁰⁰⁰ Earthworm Tractors
Earthworm City, Illinois

October 29, 1924

Mr. David⁰⁰⁰⁰ Crockett Suggs

Dry River Junction, Texas

Dear Sir:

This will acknowledge your valued favor of October 26⁰⁰⁰⁰ in reference to the trouble you are having with your tractor. We regret exceedingly that the⁰⁰⁰⁰ misunderstanding in regard to the gear which you need has caused you the annoying delay which you mention.

As soon as⁰⁰⁰⁰ your old gear arrives, it will be checked up and every possible effort will be made to supply you promptly⁰⁰⁰⁰ with a duplicate of it.

Very truly yours,

FREDERICK R. OVERTON

Parts Department (3616)

(To be continued next month)

Graded Letters

On Chapter One of the Manual

Dear Sir:

You will be at our game, will you not? Will you get me a ticket at the gate? I may get to the game too⁰⁰ late to get any. The rain may make me late getting there, but I will meet you at the gate.

Yours truly, (38)

Dear Sir:

I need a good countryman to aid me in getting my cattle ready to market this month. Could you get⁰⁰ me a man to come here and remain this little time? I would take him any day he would come.

Yours truly, (39)

Dear Sir:

You are the man that aided me in the train when I had the attack of headache. That was a good deed. I⁰⁰ was too ill to greet you then, but you will remain in my memory. Come and be with me any time when you are⁰⁰ in need.

Yours truly, (44)

Dear Sir:

I am going to Eagle Lake in a month. Will you go with me? It will not take any more money than⁰⁰ a month in the country would, and it will mean more to you. The good air there will aid you. You could go in the lake an⁰⁰ hour a day. Eight other men will go with me, too. It will be a treat to you. Will you come with me?

Yours truly, (60)

Dear Sir:

Our train had a wreck at your mill the other day. I want to get the truth of it of you. Was the train going⁰⁰ at a good rate? Was it late? Where were you when the train came to the mill? Did any of the train hit your mill? Will⁰⁰ you go with me to the wreck at two today?

Yours truly, (50)



All Gregg Representatives Stop Exclusively at The Willard in Washington.

PRESTIGE

Zachary Taylor was the first President to reside at the old Willard—known modernly as "the Residence of Presidents." Enjoy its modern luxury—have the social distinction and convenience of this preeminent address.

Single Rooms with Bath \$4 up

Double Rooms with Bath \$6 up

The
WILLARD HOTEL

WASHINGTON, D. C.

H. P. Somerville, Managing Director

Graded Letters

On Chapter Two of the Manual

Dear Madam:

I have been planning a great bargain day at the Fair and should like very much to have you come. There will⁹⁹ be many a bargain which is bound to appeal to you. You may have read of them in my ad in the evening paper.⁴⁰

One after the other, every shelf in the Fair has been gone over, and each has been made ready for this⁹⁹ great day. There will be bread and cake fresh from the bakery, and jam and jelly will be less than you can make them in⁹⁹ your kitchen. Would you not like a crate of rich cherry jam?

There never has been a time when you could get more for your¹⁰⁰ money than you will be able to get at this Fair. Most people will come before eleven, and if you cannot¹⁰⁰ get here before it is too late I very much fear that everything will have been picked over. I shall be most¹⁰⁰ happy to have you here and to help you if I can.

Very truly yours, (153)

Dear Sir:

I plan to leave in May for a brief trip to our paper mill in Lynn and shall not fail to come by your⁹⁹ factory if I can be of any help to you. I shall be happy if I can help you get your factory in⁹⁹ good shape.

Our mill here is in very good shape, and after this month our paper should reach you in about half the time⁹⁹ it has been taking.

Very truly yours, (67)

Dear Sir:

It would be a great favor if you would publish in your paper a thorough analysis of the changes⁹⁹ that must be made in parts of our city tax system this season.

I think such a step would be a good thing because⁹⁹ it is the business of the public to read and think about this matter.

Even if you are against these changes⁹⁹ I think you are always fair and will help the masses see the cause for the three changes that the city would like⁹⁹ to make to raise money for the work it must finish before the first of May.

I appeal to you for help in this¹⁰⁰ matter.

Yours very truly, (105)

Learning to Work Under Pressure

From "Managing One's Self"

By James Gordon Gilkey

(Copyright, 1932, by the Macmillan Company)

One of our essayists recently drew this picture of the modern business man. "Business is no longer part of⁹⁹ American life: it *is* American

life. The average business man now devotes twenty-four hours a day⁹⁹ to it. Before daybreak an alarm clock wrests him from his fitful slumbers. He gulps down business news along with his⁹⁹ eggs and coffee. He plans business on his way to the office, and spends his morning reading business, and dictating⁹⁹ business. He keeps a business engagement for lunch, and afterwards rushes back to the office, where all the afternoon¹⁰⁰ he routes himself, schedules himself, and dispatches himself as though he were an express train. After every-one¹⁰⁰ else has gone home he wraps up his business and carries it home in a brief-case. He arrives late, sits down to dinner,¹⁰⁰ and throughout the meal stares glassily into space. He is conjuring up phantoms of business failure. Suddenly¹⁰⁰ the telephone rings. It is a business acquaintance who wants advice on the stock market. Ten minutes later¹⁰⁰ the poor man returns to the table too overwrought to eat, and begins to pour out his troubles to his wife. He⁹⁹ spends the evening studying budgets, reports, and trade journals. Finally he turns wearily to bed. Bed is, he⁹⁹ has learned from long experience, the best place in which to worry out a solution to business problems. Suppose⁹⁹ we abandon the sarcasm and study this man sympathetically. What is his problem? One of the most⁹⁹ familiar, and also one of the most perplexing, in the world. It is the problem of learning to work under⁹⁹ pressure.

Suppose the nature of your work subjects you to an unusual number of irritations, annoyances,⁹⁹ anxieties, and interruptions. How can you teach yourself to work quietly and effectively in⁹⁹ such a situation? If you study the men and women who possess the ability to work easily⁹⁹ and effectively, you will find that they trace much of their skill to their habit of dodging the needless mental strains⁹⁹ we have just described. They have taught themselves to live above praise and above blame, and they have deliberately put⁹⁹ their feelings beyond the reach of an occasional disaster.

Let us school ourselves to concentrate all our⁹⁹ attention and all our energy on the one task immediately before us, and then when that task is finished⁹⁹ move all our attention and all our energy to the task next in line. Unfortunately many people never⁹⁹ acquire this skill. If during a given hour they have five things to do they scatter their attention and their⁹⁹ energy over all five during the entire period. Suppose, at the moment, they are working on task number⁹⁹ three. They make the mistake of sending stray thoughts backward to tasks one and two. Did they do the first correctly? Was the⁹⁹ second completed when they turned from it? Then, with equal damage to themselves, they dispatch another portion of⁹⁹ their attention and their energy forward to tasks four and five. Apparently the fourth task will be exhausting⁹⁹. Will they be too tired to do it well? Obviously the fifth task will require a great amount of time. What if they⁹⁹ should run short of time

before that task is finished? These are the mental habits of thousands of our contemporaries.⁸⁹⁰ No wonder such individuals find it difficult to work under pressure! When responsibilities⁸⁹⁰ multiply and advance in swift succession the attention of these people scatters and their energy spreads thin.⁸⁹⁰ Presently they find themselves in that state of continued ineffectiveness which we note in little children when⁸⁹⁰ several demands are made upon them at the same time. The nervousness, indecision, and lack of power which these⁸⁹⁰ people reveal, and the dull headache which most of them speedily develop are conclusive evidence they have⁸⁹⁰ never learned one of life's most important lessons—the lesson of controlling and concentrating the attention.⁷⁰⁰

How do we gain the power of mental concentration? There is only one way—by determined and long-continued⁷⁰⁰ practice. Fortunately for us all we can begin practicing at any time and in any place. Here and⁷⁴⁰ now we can start thrusting out of the mind regrets over yesterday and fears for tomorrow. Here and now we can⁷⁹⁰ take our thoughts off the comments other people make about us and the criticisms they pass upon our work. Here⁷⁹⁰ and now we can undertake the venture of stifling our worry over the situations we cannot control,⁸⁰⁰ and conquering our anxiety about the friends who live at a distance. In any or all of these ways we⁸⁰⁰ can practice focusing our attention on the one task immediately before us—continued patiently⁸⁰⁰ for days and weeks and years—gradually gain the power to concentrate all our energy on a single problem⁸⁰⁰ or a single responsibility. You and I do not need an extraordinary mind in order to⁸⁰⁰ live quietly, easily, and effectively. All we need is an ordinary mind that can be focused. In⁹⁰⁰ one of the laboratories in Washington is a burning-glass which measures three feet across. When it is hung⁹⁰⁰ in the window it converges thirty-six inches of ordinary sunshine in one tiny point of flaming⁹⁴⁰ radiance. That point is hotter than a blowtorch, so hot that it will melt its way through a steel plate as easily⁹⁰⁰ as a heated needle will burn a hole through tissue paper.* Three feet of common sunshine that has been perfectly⁹⁰⁰ focused.* An ordinary mind, disciplined to concentrated effort, is capable of achievements quite as¹⁰⁰⁰ impressive.

There is a third suggestion which many of us have found helpful. When the pressure falling on us begins¹⁰⁰⁰ to seem unendurable let us give ourselves a few moments of complete quietness. In that brief interval,¹⁰⁴⁰ like the interval between successive plays in a game of football, we can accumulate a surprising¹⁰⁰⁰ amount of strength, resilience, perspective, and courage. It is usually the tired athlete who is¹⁰⁰⁰ injured in a football game. It is usually the tired individual who collapses under pressure.¹¹⁰⁰ Doctor Hadfield of London gives this admirable advice. "There are ample reserves of power at the disposal¹¹⁰⁰ of each of us, but we must have moments of perfect mental quiet if we are to

draw upon them. Life, like music,¹¹⁴⁰ has its rhythm of silence as well as its rhythm of sound. The habit of resting between successive tasks¹¹⁰⁰ gives us these priceless periods of quiet, and enables us to take the strength which is waiting for us. This habit¹¹⁰⁰ does not mean, of course, that we must withdraw from life in monastic retreat. Rather it means that, in the midst of¹²⁰⁰ pressing duties, we must withdraw in spirit from the turmoil, and during a moment or two of¹²⁰⁰ complete inner silence gain the calm we so deeply need."⁷

You say you could never grow quiet amid the tumult¹²⁴⁰ in which you must live and work? But other people, situated quite as unfavorably as you are, have learned¹²⁰⁰ to do this. Some of them give themselves saving periods with their eyes closed, their hands relaxed, and their tired mind¹²⁰⁰ deliberately put off duty. Other people, still more adept in the art of resting, gain this same inner¹³⁰⁰ quietness and renewal by the act of transferring their attention from the problem which is perplexing them to¹³⁰⁰ a new and inspiring thought.

The final suggestion may possibly be the most helpful of all. If you want to¹³⁴⁰ learn to live and work under pressure, stop fearing your own life. In numberless cases it is secret fear which¹⁰⁰⁰ precipitates tension, anxiety, and ultimate collapse. Many of the people about us are desperately¹³⁰⁰ afraid they will not be able to do the work expected of them, afraid they will go to pieces if the¹⁴⁰⁰ pressure continues, afraid they are doomed to an ultimate and ignominious defeat. If this fear could be¹⁴⁰⁰ swept away, if these people could be convinced they can not only manage life but manage it easily, their problem¹⁴⁴⁰ would be solved. Have we any idea how such self-distrust can be conquered? Many people have conquered it¹⁴⁰⁰ by the simple expedient of studying the records other men and women have made, and by reminding¹⁴⁰⁰ themselves that what other people have done they themselves can do. Until one has actually tried this method of¹⁵⁰⁰ mastering fear he has little idea how effective it is.

Some ninety years ago a boy named George Matheson¹⁵⁰⁰ was born in Glasgow.** While he was still a baby he developed a serious infection at the back of¹⁵⁴⁰ his eyes, and the oculists his mother consulted told her he would always have trouble with his sight. For seventeen¹⁶⁰⁰ years the boy, his parents, and his teachers fought the slowly encroaching darkness. The boy was given the best glasses¹⁶⁰⁰ money could buy, at school he was assigned a seat near the window, and after school his lessons were read to him.¹⁶⁰⁰ But the light steadily faded, and when Matheson was part way through Glasgow University complete and¹⁶⁰⁰ permanent darkness descended. Blind for life, and blind while still in his teens—what ample reason that boy had to fear his¹⁶⁴⁰ own life!

But with a courage beyond all praise Matheson resolved he would finish his college course and then prepare¹⁶⁰⁰ for an active career. In 1861 he gradu-

*Reported by Roger W. Babson

* See J. A. Hadfield, *The Psychology of Power*, p. 47

** See Arthur Wallace, *Stories of Grit*, pp. 1-10

ated from Glasgow University with¹⁸⁸⁰ honors in philosophy, and then began to study for the ministry. The record of his achievements as¹⁷⁰⁰ a minister, first in a small church in Glasgow and then in one of the largest churches in Edinburgh, almost¹⁷³⁰ passes belief. He was forced to memorize every part of every service he conducted, as well¹⁷⁴⁰ as prepare the sermon and the prayer. In addition he did in Edinburgh the parish work required by¹⁷⁶⁰ a church with no less than eighteen hundred members. In odd moments he found time to write innumerable lectures¹⁷⁹⁰ and articles, and complete no less than twelve books. His daily schedule, followed faithfully until he died at the¹⁸⁰⁰ age of sixty-four, shames many of us who are constantly complaining about overwork. After breakfast each¹⁸²⁰ morning someone read Matheson his mail, and he immediately dictated an answer to each letter. It¹⁸⁴⁰ was a point of honor with him to reply to a correspondent the very day the correspondent's inquiry¹⁸⁶⁰ reached him. When the letters were finished, Matheson had someone read him the more important items in the daily¹⁸⁸⁰ paper. After he had caught up with the news he turned rigorously to the day's stint of serious¹⁹⁰⁰ intellectual effort. Throughout his life he continued his college studies in French, German, science, history,¹⁹²⁰ philosophy, and theology. The textbooks in all six subjects were read to him as he sat and listened in the¹⁹⁴⁰ dark. When the morning's study was finished he began dictating the original work for which he soon became¹⁹⁶⁰ famous throughout the British Empire. His sermons, lectures, and magazine articles were prepared in this way, as¹⁹⁸⁰ well as the dozen books he published. Later in the day came the innumerable duties connected with parish²⁰⁰⁰ visitation and church administration, and in the evening someone took him to the place where he completed²⁰²⁰ the day's work by speaking in public. This was the blind man's daily schedule, which he followed without self-pity²⁰⁴⁰ or self-distrust till he was past sixty. How simple our problem compared to his!

One day in²⁰⁶⁰ 1882 Matheson happened to be entirely alone in the manse in Edinburgh. Something had happened which²⁰⁸⁰ brought him what he called "the most severe mental suffering." To his great credit he never told other people, even²¹⁰⁰ the members of his own family, what it was. Sitting alone in that empty house, and recalling the long,²¹²⁰ dark years since his eyes had failed in boyhood, he began composing a poem. It has been used ever since as a²¹⁴⁰ hymn, and its words have become familiar to numberless Christians. To anyone who knows the story of Matheson's²¹⁶⁰ hard, discouraging life, the most impressive thing about the poem is its utter freedom from the self-pity²¹⁸⁰ and fear which would have been only too natural under the circumstances.

O Love that wilt not let me go
I²²⁰⁰ rest my weary soul in Thee;
I give Thee back the life I owe
That in Thine ocean depths its flow
May richer, fuller²²²⁰ be.

O Joy that seekest me through pain
I cannot close my heart to Thee;
I trace the rainbow through the rain
And feel the²²⁴⁰ promise is not vain
That morn shall tearless be.

If George Matheson could conquer self-fear, you and I can conquer it²²⁶⁰ too. If he could find a rainbow in his sky, we can certainly locate one somewhere in ours. (2276)

* * *

How many millions of people come into, and go out of the world, ignorant of themselves, and of the world they²²⁸⁰ have lived in. . . . The world is certainly a great and stately volume of natural things; and may be styled the hieroglyphics²³⁰⁰ of a better: But, alas! how very few leaves of it do we seriously turn over. This ought to²³²⁰ be the subject of the education of our youth, who, at twenty, when they should be fit for business, know little²³⁴⁰ or nothing about it. (84)—William Penn.

By Wits and Wags

(C₆H₁₀O₅)_x

Chemistry Teacher: Name three articles containing starch.

Bright Student: Two cuffs and a collar.

What Gave Him Pause

"I never saw a man in such a temper," said Dad, describing a street fight he had witnessed on the way home from the office. "The big fellow raised his walking stick and I'm sure he would 'ave knocked the other's brains out if I hadn't stepped in between them."

Little Billie eyed his father admiringly. "They couldn't knock any brains out of you, could they, Dad?" he remarked very proudly.

Dad looked long and earnestly at his son; then went on with his dinner.

His First Car

Auto Salesman (who for three hours tried to sell a car): Now, sir, I'll throw in the clutch.

Uncle Hiram: I'll take her, then. I knew if I held out long enough I'd get something for nothing!

If She Only Knew!

Grandchild: Grandma, what made the Tower of Pisa lean?

Grandma: I wish I knew, darling—I'd take some myself.

Her Come-Back

"I am a woman of few words," announced the very haughty mistress to the new maid. "If I beckon with my finger that means 'Come'."

"That just suits me," replied the girl cheerfully. "I am a woman of few words, too. If I shake my head that means 'I'm not coming!'"

Editorially Speaking

MANY peoples, in many ages, have held the threshold in reverence. The priests in the temple in Jerusalem stepped carefully over the threshold, never on it. The "priests who kept the threshold" were not mere doorkeepers; they were particularly responsible for the threshold as a thing to be revered and guarded.

The priests of Dagon, in a nearby Philistine town, were not allowed to step on the threshold of their temple. Pilgrims to Mecca kissed the stone of the threshold, never set foot upon it.

Marco Polo reported, after his visit to the palace of Kubla Khan, that the doorkeepers inflicted great punishment on any visitor who stepped upon the threshold.

In Morocco, to this day, no person is allowed to sit on the threshold of any house. In Palestine and in modern Greece, the bride is still carried over the threshold of her new home.

In ancient Rome, the threshold was sacred to the goddess Vesta.

The threshold of the new year is, we suppose, sacred to the two-faced god, inasmuch as the first month of our calendar year is named for him. The god Janus is portrayed looking ahead and back at the same time. Neither face wears any sign of emotion. There is no triumph for past victories, no regret for failures; there is neither determination nor resignation for the future. Janus is inscrutable.

We who carry the responsibility of educating the youth of the world for business cannot look either ahead or back with that expressionless calm. We have accom-

plished certain things; we have not accomplished some things. There remains much to be done in order to fit our graduates to work well and to live happily and completely with their fellows.

No, not for us the detachment of Janus.

The threshold of the new year is not one at which we may hesitate, to decide whether or not to cross. Cross it we must, without volition. At a certain dark mysterious moment, we *have* crossed it, without touching, and 1936 has become "one with yesterday's seven thousand years."

Not with the detachment of a two-faced god of stone, but with the eagerness and purpose of true teachers made of flesh and blood and something else called spirit, we are going on. Happy New Year!

The Fault, Dear Brutus

The other day we ran across the following paragraph from the November issue of *Shining Lines*:

Business men who quit wasting time thinking about competitors and turned to thinking about what their customers needed soon began to make progress and to pay profits. Thinking about competitors is a futile pastime. Competitors get only what belongs to them. They cannot possibly get anything else.

Every business man should hold tight to Shakespeare's words: "The fault, dear Brutus, lies not in our stars but in ourselves that we are underlings."

A New Year's resolution that would pay big dividends to most of us: Resolved that in 1937 I am going to think more about the actual employment needs of my "customers" right here in my community.

Letters That Never Are Written

How many times each one of us has wished he could substitute reality for hypocrisy in his correspondence. The other day we read in an English publication¹ the following letter that a bank did *not* send to one of its depositors:

Dear Sir: Our clerk pulled a boner today and has paid another of your cheques. If you try it on us again you are going to be very unlucky. Still, we are optimistic enough to ask you for a deposit—just to make the books look a bit neater. We know you haven't got any money because the cheque was for cash. And we know you well enough to know where that will be now.

But Mr. Thingummy, do see what you can do. Haven't you anything you can pawn? Kind regards, etc.

Here is a possible reply framed in the same spirit of reality:

Dear Sir: It was damn sporting of you to pay the cheque. I never thought you would. Only don't do it again if you have to write me about it. I don't want you to go to any inconvenience on my account.

I will try and do something for you, someday. Yours awfully.

Let Us Put Away Our Telescopes

Quoting from Grosvenor Atterbury, dean of workers in the field of prefabrication:

What really interests us most vitally today? Is it the discovery that my umbrella, if projected through space at sufficient velocity, will actually become shorter, until, if Einstein's theory is what it is cracked up to be, it will disappear altogether? Scarcely. I can lose my umbrella fast enough as it is.

Now we are spending millions to build 200-inch telescopes to scan the universe and determine whether it is getting measurably smaller or incalculably greater. All of which, in the present state of the realm, seems brilliantly useless, especially when you consider

the millions who cannot afford decent homes, because none of our great minds has ever been focused on the basic everyday problem of human shelter.

Science needs an intelligent board of directors. With a small amount of such brains as are now focused on the speed with which the neutron penetrates the nucleus of the atom, and only two or three per cent of the money now devoted to research into the living conditions at the dawn of history, the cost of the poor man's housing today could be cut in half.

Fortunately for commercial education, some of our great minds are focusing their brilliancy on the basic everyday business problems confronting beginning office employees and on the basic core of business knowledge that every young person must have to insure his success later in his business life.

A Ten-Minute Talk Over the Bar

A condition that educators must face and do something about is aptly suggested by a recent Metropolitan Movie cartoon portraying two men at the bar on the day before election—one a dynamic personality, and the other a rather retiring personality. The dynamic individual said to the other: "I'd make a Republican out of you in ten minutes if I didn't have this headache and could remember my arguments."

And one could tell at a glance from looking at the cartoon that this man spoke the truth. It is unfortunately true that ten minutes is all that is needed for a dynamic personality to convince many others of the truth of his statements. There is so little independent thinking.

In these days of doubt, sophistication, and disregard of principles our teaching must etch into our students' characters that staunch faith and honest acceptance of unchanging principles that will make it impossible to change these principles by a ten-minute talk over the bar.

¹ *Ruzzle*, London.